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# Platform

John Maddox, director of the Nuffield Foundation, on the part university research departments can play in providing new careers for the victims of industrial decline



If there were a small army of, say, newly trained systems analysts in South Wales, it would not be long before some of them had the wits to market their skills.

## The science of recycling the unemployed

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Is scientific research in any way relevant to the country's economic problems, present and pending?

For the past 30 years, the assumption that we would all one day become prosperous on the backs of the innovation flowing from the research laboratories has guided public policy towards education, in particular higher education. But is the assumption valid? And in what way, can the activities of clever people in university research laboratories be expected to help with some of the industrial problems now emerging?

Take, for example, the case of South Wales, which I visit frequently. Traditionally, South Wales lived by heavy industry, steel and coal-mining. Since the war, the old steel plants have been swept away and replaced by two huge steel-making plants, one near Newport and one at Port Talbot. They are efficient plants, which would have been more efficient if it had not been decided that, for social reasons, the satellite finishing plants should be scattered throughout the region. But now the British Steel Corporation plans to shut down one or the other (but it may be decided that the capacity of each of them should be halved).

So suppose the results will be calamitous. Is not to be regretted? Something like 20,000 people will be thrown out of work later this year, when the present strikes have ended. Nobody knows how great will be the consequential unemployment, not merely in the collieries whose coal will no longer be needed, but in the businesses which have traditionally provided services for the relatively prosperous steel workers. The Government's decision to give the Welsh Development Agency an extra £10 million to spend is an explicit recognition of the trouble there will be. It is reasonable to ask how science and technology might help.

Spending money on research, then, is one obvious way in which science and technology might help to "move off the back of the cliff". But what is the prospect for South Wales? It is a difficult question. It is not high time to take seriously the notion that research

of companies to set up manufacturing operations in Wales. Often these have provided jobs not for local people but for the local

collieries and steelworks. But the last few years these factories have been shutting down at an alarming rate, as the companies concerned have been compelled to contract their manufacturing operations.

To those who know South Wales, replacing of heavy industry has been a disaster. The steel industry has been shut down at an alarming rate, as the companies concerned have been compelled to contract their manufacturing operations.

Assembling vacuum cleaners from parts, imported from elsewhere has always been a dominating job to people brought up in the blast furnaces of the coal-mining industry. So there is a chance that this part of the world might be helped to keep some of its traditional character and a decent share of the national wealth, whatever that may turn out to be.

One's life in the district is the impoverishment of technical training in South Wales. Traditionally the Welsh are keen on education as a cultural commodity that most other parts of the United Kingdom, but it is my impression that they still regard the educational system as a route to some predominantly academic or intellectual job. Recently people, especially young people, have been further diverted from the notion that education can contribute to the country's economic prosperity by the foolish preoccupation with the survival of the Welsh language.

Especially because the traditional industries, steel and coal mining, have been further diverted from the principle that technical skills can be picked up on the job, this talented labour force is conspicuously short of the technical skills at the heart of the engineering and electronics industries. That is part of the reason why South Wales has been able to attract only relatively insignificant industries in the past few decades.

retraining has become an unworkable part of modern industrial life. And would not that be a sensible use of a substantial part of the funds the Government has scraped to

But can it make sense to train people for jobs that do not yet exist? That is what the science will be saying. The answer is that in circumstances as desperate as those in which South Wales is likely to find itself in the next couple of years, gambling on the future may be prudent. It is my guess that if there were a small army of, say, newly trained systems analysts in South Wales, it would not be long before some of them had the wits to market their skills, and profitably at that.

That is one set of risks to which the academic community should be persuaded to bend its energies. But what about research as such? In what sense is it that the three domains in which the three relevant colleges of the University of Wales (two at Cardiff and one at Swansea) might be harnessed to the needs of the community in which they are embedded, helping to create the technical basis on which new industries might eventually emerge?

The first reaction of academics will be to say that the time scale is too long. It takes three years (at least) to produce a graduate. Turning bright ideas into new products and new development means of research and, in the case of a task best carried out by industrial companies, not academic institutions.

In my opinion, it is time to call that bluff. Academic institutions have for too long regarded themselves as society at large. The production of a graduate is, of course, a social service. But in circumstances as those now in prospect in South Wales, why the academic part of the community should find ways of returning more immediate benefits to the community in which it is embedded. After all, it is not merely the prospect of South Wales which is at stake, but also the reputation of academic research in itself.

## NEWS

### Community homes failing through lack of cooperation, report says

by Diane Spencer

This week's HMI discussion paper on the poor standard of education in former approved schools, now community homes with education, highlights the dismal relationship between these institutions and local education authorities.

Most of the teachers in these homes are appointed by the local social services departments which run them, not by L.E.A.s. No law that CHEs should be inspected by local education advisers applies.

In many authorities, cooperation between the schools, the social services departments and the L.E.A.s is at best even grudging. For these reasons The National Union of Teachers wants to see the homes placed under the control of local authorities.

As one NUT member said: "We see this largely as an educational problem which should have social work backing; not as it is at present, a social work service with an inadequate educational back-up."

In 1978 the Warnock report on special education recommended that teachers should be in the service of the education authority, not the social service departments as it is in all but around 10 per cent of CHEs.

The HMI's paper criticized almost

every aspect of education in nearly all the establishments visited although it singled out some aspects of a few for praise. The inspectors acknowledged that teachers were working in very difficult conditions so "it was not surprising that the education provided in CHEs is frequently at fairly low overall standards, in spite of the commitment of many of the teachers".

The report criticizes:

- lack of liaison between secondary schools and assessment centres on pupils' educational records,
- careers education being given low priority; the difficulty teachers had in placing pupils back in ordinary schools,
- shortage of essential equipment and lack of library facilities and laboratories,
- shortage of specialist subject teachers and those with special training in dealing with the disturbed,
- lack of liaison between education and care staff,
- little or no support from L.E.A. advisory services,
- fragmented, irrelevant, non-progressive and undemanding educational programmes,
- lack of attempts to diagnose specific learning difficulties or to relate remedial work to experience outside the classroom,

The CHEs were set up by the Children and Young Persons Act 1969 and are the responsibility of either social services departments or voluntary organizations.

The inspectors recommend a radical reappraisal of assessment procedures; of methods and of the curriculum as a whole. They emphasize that improvements can only be made if a new relationship between CHEs and L.E.A.s can be worked out.

HMI Series: Matters for Discussion, No. 10, Community Homes with Education, HMSO £2.50.

### Labour launches petition against the cuts

The Labour Party this week launched its campaign against the cuts with a warning from Mr Neil Kinnock. Shadow Education spokesman that Britain would become a "less educated society". However, he refused to give a pledge to fully reverse the effect of cuts.

Mr Kinnock said that, according to figures released by the Educational Publishers' Council, the real cuts in capitation allowances for teaching in schools were now in the region of 25 per cent. He also quoted a letter from Mr Neil MacFarlane, Education Under Secretary, which stated that 300,000 children currently receiving free school meals would specifically be excluded as a result of the Education Bill now going through Parliament.

### Personal column

Gerry Fowler

#### Dead end course

Whatever Keohane says, I still do not like the Certificate of Extended Education. To be more precise, I do not see how it accords with the present trend of debate about the aims and objectives of education. Furthermore, it makes much less sense when offered within the present institutional structure of post-16 education, than it might do within an alternative structure in which the courses were integrated, whether in tertiary colleges or by less formal means.

The central problem with CEE is that it is essentially a non-vocational single subject examination. It has no objection to such examinations, but I wonder whether they are appropriate to those who have already passed the school-leaving age and whose next step must be to seek full-time work.

The course may help to develop further the basic literacy, numeracy, and communication skills of those who take it, and these are gains which are not to be scorned even in the context of finding a job. But beyond that it can do little to ease the sometimes traumatic transition from school to work, or to enhance the pupils' employment prospects.

Nor does the course lead naturally into further study. It is a dead end course, at least for those who take it. It must be the end of the line, that is not surprising, since it was designed to be offered in schools rather than further education colleges, and arose from the decision of the Schools Council of the education best suited to the needs of the "new sixth".

Schools are able to offer very few vocational courses, and despite all the rhetoric of the past few years, many of them still have but a few. It is why CEE has been regarded with some suspicion by further education, even if some colleges have been prepared to offer it in a way its introduction

hardens the traditional distinction between the school sector, with general and non-vocational education, and further education, providing vocational education and training—a distinction which otherwise has blurred through the growth of CEE courses in the colleges, the establishment of CGLI Foundation Courses in some schools, linked courses in tertiary colleges, and lower schemes of collaboration between local schools and colleges.

If this latter trend were to lead in the end to the unification of 16 to 19 education in each locality, however that were achieved, then it might be possible to revamp the CEE, giving it much more vocational content so that it led naturally into craft education and training. Everyone is familiar with the obstacles to such a unification.

Further, it might be argued that courses of this type already exist. Apart from the CGLI Foundation Course, there is the Certificate of Further Education (CFE), which has two or three core courses plus a vocational specialism, and often includes a workshop placement. But CFE is offered only in some FE colleges, never in schools.

Some might argue that my emphasis on preparation for work is misplaced, and that the primary and perhaps the only task of education is the development of the individual. I would agree that we

must never undervalue this objective, and that some of those who have contributed to the educational debate of the past five years have viewed in distasteful educational terms the (often unclear) demands of employers in ways that would be undesirable, if not impossible.

Nevertheless, youth unemployment continues to rise, and there is an undoubted mismatch between the skills and knowledge of many leaving the school system and what even employers might reasonably require of them. I doubt if CEE will do much to bridge that gap, and there is little evidence that employers regard it as doing so.

Nor is it sensible at present to argue that it is up to employers and the FE colleges together to provide both work education and that training which will form a secure base for both initial and future employment. Day-release continues to decline. The bias of the Youth Opportunities Programme has swung heavily away from further education and training, towards Work Experience on Employers' Premises, known as WEEP. Sometimes I do.

The Government likes WEEP, because WEEP is cheap; but it usually has no training element, and is often less than a publically-funded selection mechanism, primarily benefiting employers.

The job therefore remains one for the education system. For me this problem calls into question the desirability of the new sixth, as well as of the CEE itself, aligned to serve it. Would not the needs of most of its members be better met if they were in FE colleges, and best of all if they were in tertiary colleges? That may be a brave and far-sighted idea, but if it is to be a reality, it may decide not to charge after all.

### Hundreds join strike against spending cuts

by Richard Gardner

Hundreds of teachers returned from the half-term break to go out on strike in Avon, Trafford and Leicestershire as members of the National Union of Teachers stepped up their campaign against the cuts in spending.

In Ealing, too, strike action is planned against what teachers' leaders claim is the biggest percentage cut in an education budget that they have come across so far.

NUT members plan to lobby the next council meeting on March 11 which will be urged to accept an 8 per cent cut in spending already agreed by the education committee. This will mean a cut of £3.8m, axing 180 teaching posts—only half of which will be covered by failing

rolls—and refusing to admit children to schools until they have reached the age of five.

Leicestershire was the new area for NUT action this week as teachers in 120 schools staged a one-day strike to lobby councillors and protest about plans to cut £6m from the education budget next year.

However, in Trafford, prospects of a settlement to the teachers' dispute looked bleak as a total of 96 NUT members in four secondary schools and one primary school went on an indefinite strike on Tuesday to protest about 90 teaching jobs already lost in the borough.

Next Tuesday they will be joined by 70 members of the National Association of Schoolmasters/Union of Women Teachers who are due to begin a three-week strike in five schools to protest over the cuts.

### Poll shows meal prices felt to be the hardest blow

by Sarah Bayliss

A public opinion poll has revealed that almost one in two adults in Britain would prefer increased government spending even if it meant increased taxation. The figure shows a substantial shift compared with March last year when one in three people expressed this view.

The poll, conducted by Gallup for the BBC and The Daily Telegraph, found that among Conservative voters 37 per cent favoured an extension of public services compared with 33 per cent who preferred a reduction in taxes. Labour and Liberal voters (55 per cent and 59 per cent respectively) wanted public services to be increased.

A sample of 1,097 electors was interviewed during seven days in February. Almost half said their households had been hit by some form of cuts and charges. The most widely-felt burden was the increased price of school meals which 26 per cent of all adults were paying, including half of all people aged 35 to 44 years.

On other education issues, 6 per cent were affected by a reduction in numbers of teachers, 5 per cent faced an increase in school transport charges, 2 per cent faced a loss of expected nursery places, 2 per cent were unable to get a grant for further education, and similar proportion were affected by the closure of a school, nursery school or day care centre.

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## NEWS

## Food giants bid for first bite at the meals service

## School meals Forte Ltd?

by Richard Garner

But these "standards" are never published. They are rarely even made explicit between examiners,

The difficulty with setting grade standards is that subjects at this level are made up of diverse blends of knowledge and skills. Taking a simple case, grade standards may be set in a modern language, for instance, in terms of reading, writing

Privately, however, some examiners predict that in subjects like English literature these definitions will never get beyond general statements about books read, things understood and sensitivities.

ready gone on record as saying such blanket testing would have a bad effect on the school curriculum. In their manifesto the Tories committed themselves to some sort



## by Stephen Cohen

They are entitled to 18 weeks leave on full pay, but if they have been working for at least two years local authorities are forced to keep

The survey's research officer, Ms Gill Needham, said this week that the reduction in part-time vacancies was widespread.

existing GCE and CSE boards. The Welsh Joint Education Committee

But some of the CSE boards are now worried about both the practices and principles of such groupings. In the free-for-all in exam board choice that the

ing that schools will choose their new exams according to their preferred GCE board rather than their local CES board. CES boards wishing to retain local links are now

Teacher-control as desired by CSE boards would be impractical in a board stretching from Lehigh Valley to the Wash.

authorities about average standards either in each school or across the whole authority are unlikely to reveal much to help teachers with

### Rainswept pickets outside the Specialist Language Centre

\_\_\_\_\_

**JOBS** Ninth Sir John Adams lect

## IN THIS ISSUE

## Parents get plea

## Age on Welsh

The Bullock report identified seven as the crucial age for children with reading difficulties. But that

**Oxford nurseries**

"They took my passport away and cancelled my visa," he said. "I was told I should leave the country as soon as possible." He arrived back in England on Monday.

Kingdom. Last year we had seven  
eight or nine courses a week, but  
it has dropped down to three. By  
the middle of January, we became  
seriously concerned because we

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The report, *Welsh in the School Curriculum*, 1998, "Schools serving mainly Welsh-speaking communities

Screening should be carried out by teachers talking to pupils and watching them do practical work. There was a need for more diagnostic work to be developed to plan individual learning.

proposals to make nursery school closures subject to Section 13

...scheme would be preferable to  
Oxfordshire's present nursery  
system.

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## School to work

A draft Council of Europe report on two pioneering school-to-work projects in Scotland put the Scottish Education Department into an embarrassing position this week. The department has to tell the council that the report is staggeringly inaccurate in almost every detail. The Northern Ireland Department of Education has already protested about a string of inaccuracies in a part of the same report covering a project for the province's young unemployed. The heads of both the Scottish schools say that the council's inspectors must have misunderstood what they heard, saw and read. Here is the TES's own report on all three projects.

### Where pupils lose their illusions painlessly

Kenny Boal now knows that he does not want to be a teacher. He found that out on first teaching practice, as he has before.

The difference is that Kenny has lost his illusions in time to save himself a false start in teacher training: he is still a pupil at an Edinburgh comprehensive.

James Gillespie's might be seen as a sample of the more acceptable face of Scottish education—a mixed comprehensive which rejects the narrow authoritarianism of its selective past, but expects most of its pupils to perform at least as well as their predecessors in the examinations.

Sited in the Bruntsfield quarter, an inner city district popular with the capital's university staff and civil servants, the former academy for girls can still rely on getting a high proportion of serious ambitious children. Well over two thirds will sit for four or more Scottish 'O' grades; and the remainder will try for at least one 'O' and/or the English CSE Mode 3.

Dr Patricia Thomas, a former industrial chemist from Lancashire, one of Scotland's six women secondary school heads, points out that the catchment area does include a small patch of acute social deprivation, and that the school has to cater effectively for the full range of abilities.

Nevertheless, what distinguishes Gillespie's from most of the other schools elsewhere in Scotland, England and Wales is that it is not designed for those intending to leave at 16. Although the school has now begun a second and smaller programme for its low achievers, the work experience scheme which has been operating for the past two years is aimed exclusively at the fifth and sixth year pupils, the equivalent of England's lower and upper sixths, most of whom are studying for the Scottish Higher or for English A levels.

Dr Thomas is convinced that the

more academically able pupils need first-hand knowledge of working life—as much, or more than other leavers if they are to choose the right career; and that such contact is likely to attract more of them into industry and commerce.

But to provide it meant convincing teachers that their chances of exam success—which they believe is the real key to a career—would not suffer from the distraction of work experience.

So from the start in 1978, work experience was not offered as an option but as part of the programme for all the senior pupils, to be taken as a one week spell each September. Half of the fifth and sixth year classes go out for a week while the rest continue their studies; the following week the pupils change over, and the second half get their spell out at work.

Anxious parents who rang up to point out that the arrangement would still deprive their children of a week's "real" education were told that the number of subject periods being raised from six or seven a week to eight to compensate; this year a further weekly study period was crammed into the timetable for higher grade subjects.

Says Dr Thomas: "We have had to convince parents, and indeed some of the youngsters that they will not lose out. But I think the value of the experience is now becoming understood. It is as important in heading youngsters away from choices they will regret as in confirming their plans."

Nearly 100 employers are now offering placements, ranging from archaeology and blacksmithing to veterinary surgery and zoo keeping.

Most involve actually doing a job, but one of last year's youngsters completed his was only allowed to look and listen. He did his work experience in the control tower at Edinburgh Airport.

Mark Jackson



Stephen Sinclair shows Auchenhavie fellow-pupils plants he is looking after at a local hospital.

### Innovation born in remedial classes

Auchenhavie Academy in Ayrshire sounds as though it might be a slum-born stronghold of rote-learned Latin and the law, a seminary for marine engineers, missionaries, and indestructible nursing sisters.

Its head is called the rector, wears a gown, and happens to be an elder of the kirk; but mocks the myths that surround the Scots domicile, and the pretensions and rigidities of the system he serves. Charlie Wilson, on the verge of retirement, judges himself primarily by what he has been able to do for the youngsters who are not set on swerving on the road to betterment through self-denial and homework.

Work innovation is born in the remedial classes there, where the important ideas start, and work their way up through to teaching methods for the high-ability groups," he says. His wife, it turns out, is the head of the school's remedial teaching.

The 10 to 12 form entry mixed comprehensive, an hour's drive south-west from Glasgow, in a town where they do not bother to put up the main road signs, has no shortage of remedial pupils who need all the help they can get. The scattered farms and occasional industrial plants,

such as ICI's chemical and explosive factories, no longer provide enough jobs for the Glasgow families drawn to the area a generation ago by Britain's cheapest council housing. About a quarter of the intake cannot be entered even for one 'O' grade, although Auchenhavie does rather better than average with those who do sit the exam.

Mr Wilson and his management team—a group of heads of the key departments—decided nine years ago that they had to do something beyond guidance and counselling for the pupils who had no hope of academic qualifications.

In 1971 they started their first work experience scheme—two years before the act which empowered Scottish local authorities to provide work experience legal. He says that he knew he was taking risks, but that something had to be done.

Since then, work experience has become part of a broad set of courses from which a mix is assembled for each of the non-academic pupils to follow in the fourth year, the equivalent of the English fifth.

After a preparatory course, the youngsters spend from two to six weeks out on placement, as a complement to classroom studies in in-

dustrial, job finding, social skills and money matters, as well as English and arithmetic. The work experience arrangements are run by two teachers, one of them with 5 years' experience as a personal officer.

The school has been selected as one of nine taking part in a project to develop "Education for the industrial society", sponsored by the land's consultative committee for the curriculum and the examining bodies.

A handful of the more academic pupils are now beginning to take part in work experience—the parents assured by the head that they will not be allowed to be helped in their examination work. However, none of them present take industry courses.

Mr Wilson explains: "We have not been able to find the time for them to take these broader courses, but we use the two guidance periods a week which they all have to deal with the whole area of industry and careers. I am sure that industry education will come for them, but as with other changes, it is a question of introducing them at the bottom of the ability range and spreading them upwards."

MJ

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### Youthways lets in light at the bottom of the barrel

The young people on the Youthways course based in a dilapidated community hall in east Belfast had no recollection of the place at all, nor did they know what it was for. Once some of the youngsters were taken to the hall, but for most of the time they simply sat around during breaks in the informal programme.

"They play the record player like that because they just don't know what to say to me," said one of the youngsters, a Youthways coordinator, Hunter, a Youthways coordinator, shouted above the din. "These kids have only been together for a few weeks, they won't want to know me."

North-east Belfast, a Youthways course was designed for the youngsters who were at the bottom of the barrel, the under-16s, the 15s, and the 16s, and to help them, among other things, to find a job, to get a better education, to get a better life.

A Youthways course is the first of a series of courses. In 1977, showed that 70 per cent of them were taking a full-time job or taking a course of education or training. In contrast, in 1978, the 15 per cent of a comparable group had not taken Youthways courses.

Youthways youngsters were also reported to be more active in looking for work, and more able to make constructive use of free time.

The department gave the programme the green light and courses are now held at 17 community halls and youth centres throughout the province, with about 400 young people taking part at any one time.

Their success appears to be the result largely of careful course structuring. Each course takes about two dozen teenagers, whose names are put forward by careers officers from those of school leavers on the dole for six weeks or more. Courses are led by three tutors and last four months.

There is an initial residential week during which the group live together at an outdoor studies centre or college, for an intensive week of the programme. Then comes a period of six weeks of the programme, in which the young people try out jobs in six areas: construction, engineering, catering/hotel, commerce, distribution, agriculture, horticulture/forestry and social/community services. They meet on Mondays and Fridays for an informal programme of basic literacy, English, sports, visits and discussions.

Later they follow up two areas which they particularly interest in. They go away for another residential week, when the accent is on leisure and outdoor activities, and return for a final phase of work experience or community service.

At the Dee Street community hall, tucked under the shipyard cranes in Belfast, the current Youthways course is "really" amusing. Few jobs have been instant hits. Sharon, aged 17, thought both the office job and the supermarket job were boring. Christine, aged 16,

hated working in a nursery, but Sarah, aged 16, thought that was best of all.

Getting and keeping large numbers of work sampling opportunities can be a headache for Youthways tutors, especially when things go wrong. One boy had sprayed the initials UDF on the wall of his host employer's premises the day before the week was to begin.

Youthways young people are unskilled, untrained and unmotivated. Some are badly literate and many have problems with basic skills. They have grown up in a province at war and show a strong ghetto mentality. Many will not look for the outside world, their home patch, and going away from home at the beginning of a Youthways course is a monumental step. They arrive at the pick-up point late, drunk, or not at all, and have to be whisked out of their homes by persuasive tutors.

Over the 16 weeks the teaching element is informal, but constant. Literacy tutoring is given on request. Groups plan and cook their own meals, and try out craft activities. At Dee Street a simple budgeting exercise led to a discussion of fees. "They don't pay, but they have to pay for the bus," said one of the tutors. When disputes blow up, they are hammered out by a painstaking development communication and social skills.

At the beginning you get more syllabic answers from them, and no eye contact at all. They hang their heads and mutter. But by the end of the course they can speak out. They can say what they think and give their reasons. You can really see a difference," Phil Magee, the Dee Street course leader, said.

But all this eye contact in the world cannot guarantee a job in a region where unemployment is almost 12 per cent, and where leaver unemployment varies seasonally from 5 to 16 per cent on the total. Under such circumstances Youthways courses, inevitably, have been criticised for raising false hopes, even though their stated aim is to prepare young people "for the day when they may get a chance of a job".

Courses are relatively expensive to run. The residential weeks push up the cost of each course to between £1,750 and £2,000, plus the tutors' salaries and the £23.50 a week given to each participant by the Department of Manpower Services. Even so their success is such that a number of people see the programme expand further, and Youthways-style modules have been introduced into schools and further education colleges, although pioneers of the courses feel that would dilute the original concept too much. An essential component has proved to be the longest period of unemployment before young people join a course.



NEWS

Association of Colleges for Further and Higher Education annual meeting

## Be bold, Mrs Williams tells colleges

by Biddy Passmore

More tertiary colleges and grants for 16 to 18-year-olds in education are the key to wider opportunities in higher education, Mrs Shirley Williams, former Education Secretary, said last week.

Speaking at the annual meeting of the Association of Colleges for Further and Higher Education, Mrs Williams acknowledged that a great increase in the number of tertiary colleges would not come soon because of lack of resources and "vigorous resistance" from parents and teachers.

The best short-term compromise for 16 to 18-year-olds, lay in maximum co-operation between school sixth forms and FE colleges in an area, with common timetabling of minority subjects, the dropping of the Government's "disastrous aided places scheme" and, in rural areas, peripatetic teachers in minority subjects.

Mrs Williams also favoured the establishment of sixth form centres in which pupils could travel for minority subjects, like the one set up by the ILFA.

Doubling of the age group going on to higher education between 1961 and 1977, she said, there had been virtually no

change in the social composition of the students. The proportion of working class students was still about a quarter in the universities and only just over a third in higher education overall.

Particularly worrying was the "bleeding" at 16—the number of young people who never entered the sixth form at all, even though many were capable of advanced education. This was partly because the system of financial support for education was applying measures on young people to keep up with their peers and earn money. The traditional sixth form spent out merely a prolonged childhood to working class boys and girls.

The Conservative Government's aided places scheme would make the forthcoming shrinking of sixth forms even worse, said Mrs Williams. Since only one child in seven took A levels in maintained schools, the effect of the scheme on sixth forms would be equivalent to a further drop of 7 per cent in 15 per cent in pupil numbers.

This, combined with the present cuts in public expenditure, would mean that the maintained school

sixth former would soon contrast less well with his public school contemporary.

The tertiary college was the best answer to all these problems, because it maximized the range of options and the effective deployment of teachers in a period of austerity.

Mrs Williams criticized the "highly specialized and narrow" A level examinations which, she said, emphasized "theoretical rather than practical learning, depend heavily on memory and give little weight to breadth of approach, creativity or imagination." She favoured reviving the ideas put forward by the Standing Conference on University Entrance, of three main and two minority subjects, of which at least one would come from a different broad discipline than the student's main area of specialization.

To encourage an increase in part-time and mature students in higher education, the Government could extend the award system to part-time students, establish a fund for innovative summer schools, and make part of the overall university budget dependent on progress towards certain targets of part-time and mature students.

## Tertiary colleges: the flexible alternative

Children aged 16 and over should go to tertiary colleges, Mr John Barnes, chairman of council of ACFHE, told the conference. This view, which was endorsed by most speakers at the Association's annual meeting, will be incorporated in a paper to be presented to Ministers soon.

Tertiary colleges, in which further education and sixth form were merged in one comprehensive institution for post-16-year-olds, were a simple concept, easily understood, said Mr Barnes.

ACFHE should make its views heard as soon as possible, he said, because the Macfarlane Committee for 16 to 19 year olds.

Some speakers felt that tertiary colleges would not be suitable for every area. Mr Fred Jones, principal of Yeovil Tertiary College in Somerset, said they were the right answer in country areas if suitable buildings were available, but that a different solution might be better in an inner-city area where there was a large technical college with a high proportion of advanced

It was important to press for proper tertiary provision—not just tertiary colleges—and to stress that the high standards and extra-curricular activities of the traditional sixth form should be incorporated in any change, not attacked.

The principal of Scarborough Technical College, Mr Henderson, felt it was essential to get the details of a tertiary scheme right.

In his closing speech to the conference on Friday, Mr Mark Edwards, Secretary of State for Education, said he favoured the drawing together of views from schools and further education.

## London losing staff at growing rate as house prices rise

by Stephen Cohen

After several years of a stable teaching force, London is now losing teachers at an increasing rate, a report said last week.

The high cost of housing is forcing teachers out of the capital, the report claimed. Some London boroughs are losing more than 20 per cent of their school staff.

The average cost of a house in Greater London is now running at £23,500, according to a recent building society report. Deposits of as much as £7,000 are being demanded.

Details of teacher turnover in inner and outer London are given in the latest issue of *Report*, the journal of the Assistant Masters and Mistresses Association. Merton and Richmond lost nearly a quarter of their secondary teachers last year while Hounslow and Haringey said goodbye to one fifth.

The Inner London Education Authority had the highest turnover of staff for four years. The general trend "is beginning to look ominous," *Report* says. The answer is an increase in special allowances, the association believes.

The survey was carried out by the association's Greater London committee. Only one local authority—Croydon—can boast an increasingly stable teaching force for each year since 1973 when the annual surveys began.

Croydon's director of education, Mr James Revell, said there might be some connexion between turnover and the different types of school systems in the London boroughs.

"We certainly negotiated at an early stage redeployment procedures with our teachers and declared a no redundancy policy. Croydon's education committee agreed that teachers redundant to establishment would be allocated to a central pool of supply teachers until they could be re-absorbed, but whether we are talking about cause or association is difficult to decide."

"I certainly like to think that Croydon teachers feel that their employment is secure and that the borough offers reasonable career prospects."

"I sometimes wonder if there is any information about whether authorities with different kinds of education schooling patterns experience differing rates of turnover. "When we reorganized we were very careful to do everything possible to avoid upheavals in staffing and it may be that the confidence which created has continued."

The least stable borough was Merton where turnover was 21.4 per cent compared with 10 per cent in 1973. The acting director of education, Mr Richard Croxall, said the high cost of housing was undoubtedly a contributory factor.

Mr I. Waters, one of Richmond education officers, pointed out the majority of teachers leaving borough were in scale one Promotion prospects were also not good for them so they moved.

Of all 21 London boroughs, four—Brent, Croydon, Kingston and Waltham Forest—have managed to keep their teaching forces as stable as they were in 1973-76. Compared with 1973, only three boroughs—Brent, Croydon and Kingston—show improvement.

The ILFA's turnover has been by only 2 per cent—and not in secondary schools. It is thought the main reason is the authority's premature retirement scheme came into force last year and teachers could retire at 63.

Mr Harry Naylor, head of ILFA teaching branch, said: "After 1914-18 war there was a big surge. Many teachers who were in the profession, often after war were born at that time. Many of them are now retiring, encouraged by the opportunity of premature retirement. My branch is right, the turnover would be higher turnover merely in London but nationwide."

Turnover is higher in secondary schools and this brings its own problems, the report says. "The 'flaky' teacher movement in secondary schools can often mean that the curriculum is disrupted in some classes because of the lack of continuity of staff, especially in the sciences."

Merton's staffing officer, Mr V. Wallace, confirmed the report's findings. "Our problems are much concerned with replacing specialist teachers," he said. "We are getting them as easily as we did in the past and that is probably because the high cost of housing is putting them off."

Seven years ago, when one in three teachers was leaving the capital, various schemes were introduced to induce them to stay. Large London allowance payments were made, boroughs offered mortgages, council houses and flats for single teachers. Removal bills were paid and in one case subsidised fares were offered. The high rate of turnover dropped dramatically.

Last month, the London Education Officers' Association (LEOA) was urged from 1974 to 1979 in the inner area, from 1979 to 1981 in the outer, and from 1981 to 1983 in the fringe. The LEOA comments that the rises "will help but not cure the problem."

How the boroughs compare		Teachers resigning posts for all causes		Totals for all schools	
		Primary	Secondary	1977/8	1978/9
Inner		1977/8	1978/9	1977/8	1978/9
ILFA	10.0	10.0	15.1	12.0	12.7
Barking	12.1	10.9	15.7	12.0	12.9
Brent	10.3	10.1	15.6	12.0	12.9
Barnet	11.3	11.2	15.7	12.0	12.9
Haringey	12.8	14.9	15.9	12.0	12.9
Merton	16.3	15.3	15.4	12.0	12.9
Waltham	9.0	12.2	12.5	12.0	12.9
Outer		1977/8	1978/9	1977/8	1978/9
Barnet	13.5	12.6	11.5	14.1	15.6
Bexley	12.7	10.0	15.7	12.0	12.9
Bromley	14.3	9.2	15.8	12.0	12.9
Croydon	7.4	8.2	15.9	14.5	12.1
Ealing	10.3	10.9	15.8	12.0	12.9
Harrow	12.8	14.9	15.9	12.0	12.9
Havering	8.7	14.9	15.9	12.0	12.9
Hillingdon	15.5	15.6	16.7	15.5	16.3
Hounslow	13.2	12.0	15.9	12.0	12.9
Kingston	11.3	11.8	15.8	12.0	12.9
Leeds	11.4	11.2	15.8	12.0	12.9
Richmond	13.4	10.9	15.1	12.0	12.9
Waltham Forest	10.2	10.7	15.0	12.0	12.9

NEWS

If there is one aspect of her new post as principal of Somerville College, Oxford, that Daphne Park finds particularly daunting, it is coping with "all those Latin tags" she expects to cast on high-table conversation. Miss Park does not pretend to be au fait with Oxford because she has not set foot there since graduating in 1943.

Until now she has been pursuing a distinguished diplomatic career around the world for which she was awarded the OBE in 1971. The Soviet Union, the Congo, Zambia, Vietnam—all have been her homes for short periods and are now a fund of fond reminiscences and funny stories. Her travels are punctuated with the same intense involvement and gusto as she brought to our lunch in her Chelsea flat. Over a delicious Gallic meal cooked with her own capable hands, she regaled me with stories about her past and her hopes for the future.

As Second Secretary in Moscow in 1954, when the Soviet Union was reeling a little after Stalin's death, she undertook several long train journeys—a good way of getting to know the people. I spent hours and hours answering questions about the British educational system, the health service and so on," she said.

"You had to know all the facts about your own country and be prepared to talk about it freely and frankly, not mince words about its failings."

"But you had to remember that because in a Communist country it was unheard of to admit failings, this was a good thing to do if you were talking to someone intelligent, where if you were talking to a party man, he merely thought you a fool."

In 1969 she became Consul-General in Hanoi. Because there was a petrol shortage there, she wanted to ride a bicycle but this was not allowed for reasons, allegedly, of her own safety. "Now about a tandem?" she asked, pointing out that her Vietnamese driver could protect her by taking the front seat. "The Vietnamese would not refuse," she said they had discovered a by-law forbidding tandems.

Daphne Park's education was less than conventional. Brought up on a farm in Lancashire, as it was then known, she was taught by her mother until she was eight. She taught herself Latin and when she was nine embarked on a correspondence course. Parcels of tuition were brought by a messenger who was more than likely to have fallen in the river on the way, she says.

Back in England at the age of 11 she "fetched up" at the Ross



Caroline Mendham meets Daphne Park, new principal of Somerville College

## To Oxford with gusto

Basset School in Streatham. "We had a lot of staff who were pretty left wing, or at least liberally minded," she says. There was an influx of Jewish academics, daughters escaping Hitler's persecution, and Basque refugees' daughters fleeing the Spanish War.

By the time I was 17, I wasn't really a Labour supporter, because at that time I didn't think much in terms of internal politics, but in international terms I was already very anti-Nazi, and, as everybody was in those days, very impressed by the Soviet Union.

"I also thought the Peace Pledge Union was a good thing at the time. But when the USSR signed their pact with Hitler, that was the end. I never had any more doubts about the Soviet Union after that—and I knew it was a cynical power."

She does not remember her Oxford days as a blaze of glory. "I think by golden-girl standards it wasn't much, but I enjoyed it." By that time, she had thrown off the left-wing phase, and became a staunch Liberal. "I think I'm one of those people who, if there were a party composed of the right wing of the Labour Party and the left wing of the Tories, I would vote for that." After Oxford she says she did not think about party politics at all.

## Shirley Williams attacks 'boys only' politics

by John McGhie

Mrs Shirley Williams, former education Secretary, this week accused teachers of discouraging women from entering professional politics.

Speaking at the 150th anniversary of Bedford College's annual Parnet lecture, Mrs Williams claimed that "teachers have a lot to answer for" in fostering beliefs that politics is a "rough and dirty game" which should only be played by boys. She said that early in their careers girls often choose to opt out of two narrow worlds which tend to preclude them from both politics and the "hard sciences".

Mrs Williams, expounding on the subject of "Women in Politics", said that in comparison with the United States of America the British were lucky to have a formidable line-up of female "role models," Mrs Thatcher, Mrs

Gandhi, the Queen and a host of outstanding women in history figured in her list.

But, she added: "No one should underestimate the two generations of distinguished women heads who did so much to encourage the emancipation of their girl pupils."

Mrs Williams complained that in politics women suffer from the lack of "patrons and mentors" although Herbert Morrison in his day had encouraged many women including Ellen Wilkinson and Edith Summerskill to try for Parliament. She revealed how she, herself, had been trapped in an air raid shelter with Mr Morrison for five hours receiving advice and "ear-belling" from a man whom she described as "the most distinguished captive audience I have ever had."

## Church colleges gripped

Most of the 13 remaining Church colleges have been saved from the threat of closure by a new ruling of the House of Lords. The Church of England's Education Committee has ruled that the colleges are exempt from the provisions of the Education Act 1944 which require them to be run as schools. The ruling is a victory for the colleges, which have been fighting the move, which is the result of a campaign by the Common Market League, the fight would cost £25,000 over the next financial year.

## Students fight VAT ruling

Britain's 1,200,000 students are the latest potential victims of the VAT man. The National Union of Students say that a Customs and Excise demand to pay VAT on its £928,000 subscription income is part of its long-term cash strategy. The NUS is fighting the move, which is the result of a campaign by the Common Market League, the fight would cost £25,000 over the next financial year.

know—maybe one ought to be a trade unionist."

Somerville is one of three women's colleges which has decided to remain single-sex. Miss Park thinks that is a good thing. "If each college were sitting isolated in the middle of the fence, I would probably say we shouldn't be single-sex. As we are part of a university which is coeducational anyway, it seems to me right that Somerville has decided to remain single-sex. First, because it still maintains an element of choice. And I think there are still a number of young women who will benefit by the kind of haven that a single-sex college provides. I think, too, that the more the whole world is becoming mixed in every direction, the more there are advantages in having a few pockets of difference."

For such a vigorous person, she is surprisingly cautious about the kind of relationship she intends to develop with the students, and emphasises that she does not want to interfere between them and their tutors. "I do not intend to be pastoral at first. I shall be the one to be learning for a lot of the time. One thing I don't want to be is a PR exercise. I hope word will get around to all the undergraduates that they can come and see me whenever they like."

This year is her sabbatical before she takes up the Somerville post in the autumn. She is visiting as many comprehensive schools as possible, and is much impressed. "She is not, however, in favour of an exclusively comprehensive system, and thinks to some degree those with outstanding talents should be given some kind of special treatment."

Why didn't Daphne Park go into teaching herself? "Oh, I could not have been a teacher," she said. "I can't keep order among children."

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West Germany

## 'Big brother' law gives state more control over family life

by David Dungworth

West Germany's Parental Care Act, which came into force at the beginning of this year has given the state considerable control over certain aspects of family life.

Its aim, according to the Federal Government, is to update the provisions of existing legislation, passed as far back as 1900, to bring them in line with postwar developments in the structure of society and the family.

It also introduces a significant change in terminology. The substitution of the phrase "parental care" for "parental power" in the wording of the earlier law reflects, says the ruling coalition, the view that family relationships should be based on a partnership between parents and their children. Increased powers of intervention, which are granted to the state under the Act, will be used only in cases where the partnership breaks down.

But this interpretation is rejected by the CDU/CSU opposition parties who maintain that the Act is an instrument for "the ideological regimentation of family affairs", and a licence for the state to step in even when relations between parents and children are still intact. Despite a series of concessions by the Government, they vigorously contested the Bill at all stages of its progress through parliament and unanimously voted against its third reading in the Bundestag last May.

Having done so, they now intend to use it as a weapon in this year's general election campaign by presenting it as a typical example of socialist encroachment on personal freedom.

Only a few sections of the Bill, for example those dealing with foster children and with the children of divorced parents, produced a measure of agreement between the Government and opposition. Both sides approved the clause allowing a child to remain with its foster parents even against the wishes of its natural parents, provided such an arrangement is considered by a juvenile court to be in the interests of the child concerned.

In future, when marriages end in divorce, children aged 14 and over will have the right to state whether they wish to live with their father or mother, before the court decides on custody.

Many of the radical proposals in the early drafts of the Bill were later watered down. A government move to make corporal punishment by parents illegal finally became merely a ban on the use of "degrading methods of discipline". The opposition also secured the deletion of passages which referred to the upbringing of children as "the task of society as a whole".

The parts of the law which caused the greatest friction between the political parties were its completely new provisions relating to the vocational training of young people, and their choice of a profession.

Australia

## First drop in enrolments as birthrate sinks to lowest figure this century

by Bill Purvis

SYDNEY The recent publication of two statistics in the space of a few days has given Australian teachers, parents and educationists food for thought.

● The number of school pupils in 1979 fell for the first time since Australian records were kept. ● The crude birthrate for 1978 fell to the lowest figure this century.

The figures, from the Australian Bureau of Statistics, show that enrolments in 1979 increased slightly in primary schools but fell about 1 per cent in secondary schools.

The overall drop was about 5,000 pupils in a total school population of nearly three million, and given the falling birthrate and the sharp drop in immigration, this first recorded fall is unlikely to be the last.

But there was no uniform trend across the country. Victoria and Tasmania had larger falls than other states and the Northern Territory even managed a small increase.

Private schools appeared to gain pupils at the expense of government schools. Government schools had 18,000 fewer pupils last year than in 1978, but private schools enrolled an additional 13,000.

Part of the overall decline in the school population was due to a fall in the proportion of pupils staying on to the final year. After a long period of steady increases, the figure for those staying on has started to fall recently. From a peak of 35.3 per cent in 1977 it fell to 35.1 per cent in 1978 and 34.8 per cent in 1979.

There was a marked difference between boys and girls—only 32.4 per cent of male students staying on compared with 37.3 per cent of females.

Again, there was a big discrepancy between private schools with a figure of 55.7 per cent and government schools with 28.9 per cent. Educationists are reluctant to draw too many conclusions, given that the 1979 figure was the first recorded fall in school population, and a very small one.

However, the secretary of the Australian Schools Commission, Mr Ian Hossack, later announced that the commission had begun a study of retention rates, which have fallen for the past two years.

In 1950 there were 20 million people in Australia. The population reached 14.4 million, and demographers are saying that Australia might have 15 million by the year 2000.

The demographic shift has already created some problems for Australian education. Large numbers of trained teachers are unemployed because the school population has not expanded everyone.

And those people who have left the education field are increasingly reluctant to make way for a new blood.

An official with one Australian education department told me last week that this was going to be more of a problem than the demographic changes.

Now anyone who has a job hanging on to it and women teachers are increasingly exercising their right to maternity leave of 12 months. All this is creating a formidable logjam for new qualified teachers. Several thousand teachers in each state cannot find jobs. And with few new schools being built and older teachers staying on longer, the newer recruits to the teaching profession face a lot of maybe 20 years for any kind of promotion.

## OVERSEAS NEWS

Republic of Ireland

## Arts come in from the cold

by John Walshe

DUBLIN

Arts subjects are to get a boost in Irish schools and higher education institutions, following a recent report which suggested that the rapid development in Irish education over the past decade had not benefited the arts. The traditionally peripheral role which these subjects had played had been perpetuated in the recent changes, the report says.

The Education Ministry is said to have been a cause of the present neglect of the arts in education. The report suggests that the ministry should examine its own provisions in this sphere.

It also has detailed recommendations for improvements in the provision for the arts at all levels of education.

Music, art and craft form part of the child-centred curriculum introduced into primary schools in 1971. Lack of training in the arts for teachers is frequently mentioned as a serious obstacle to the development of the arts in primary schools, and the report urges more in-service training, the appointment of specialist subject advisers within the ministry, as well as the appointment of peripatetic instrumental music teachers.

At the secondary level, the arts tend to have lower status and consequently get less attention than subjects such as languages, science and mathematics.

In January, 1978, there were 10,990 full-time secondary teachers. Of these only 1.4 per cent were music teachers and 0.5 per cent were art teachers.

The report recommends an increase in the number of arts teachers at this level. It also suggests more financial aid for arts subjects and greater involvement by radio and television in promoting the arts for secondary pupils.

Colleges of education, it suggests, should lengthen and expand the existing curriculum studies courses in the arts and develop both arts and drama to degree level. In addition, the colleges should develop facilities for in-service and post-graduate training in the arts.

The report also looks at extra-curricular adult and community education in the arts and puts forward ways in which these could be strengthened.



"Not a single 10-year-old knows how to read or write."

Jacques Danois on the revival of Kampuchea's schools

## Closing the four-year gap

"Our schools were closed for four years. Not a single 10-year-old knows how to read or write. The 14-year-olds have forgotten. The previous rulers wanted to bring up a generation of ignoramus—easy to do and difficult to undo."

Mr Tak Chau, one of the comparatively few teachers left in Kampuchea, which is slowly returning to normalcy a year after the setting-up of the Vietnamese-backed Government led by Heng Samrin, is in a good position to see the size of the problem. He is in charge of getting the school system in the eastern province back on its feet.

"We are short of everything," he says. "We open schools without benches and paper without enough teachers, and without school buildings in many cases."

Some 700,000 Kampuchean children are now estimated to be back in school, but schools are having to catch up on the losses of the years when studies were banished. "If we don't manage we will feel the consequences in two years' time, when no one will be ready for university and there will be an 'ignorance gap'."

Aid agencies have given some help with education materials. Excess books have been provided by the International Red Cross, the Vietnamese authorities, and the United Nations Children's Fund (Unicef), which is also aiming to provide writing materials and basic equipment for 3,500 primary schools at a cost of about £2m.

The teacher shortage is less easy to tackle. "Most of our previous teachers were killed or put to work in the fields. But those who are alive have emerged voluntarily to teach," Mr Tak Chau says. "They earn very little, 12 kilos of rice a month, of which they donate one kilo to needy pupils."

Health problems among children are also considerable. The headmistress of the largest school in Phnom Penh, the country's capital, says that every day her school finds more than 100 pupils suffering from fever, enteritis or vitamin deficiency. "We have an infirmary which is operating at full capacity taking care of about 2,000 children."

A few schools are now supplied with rice and protein-rich food for a supplementary feeding programme. Kitchen utensils, extra food supplies, and the necessary equipment were flown into Kampuchea early this year to start the programme among 7,500 schoolchildren.

Jacques Danois, senior information officer in Unicef's Bangkok office, has recently returned from Kampuchea.



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Events of 1968 prompted the creation of a European Youth Forum. Rory Watson reports on progress

BRUSSELS At a meeting in Grantham last year members of the European Youth Forum (EYF) adopted a statement criticising the British and Belgian Governments for introducing educational and administrative measures which they consider discriminate against students from other EEC countries. The EYF says the measures "are contrary to the spirit of the Treaty of Rome" which affirms the free circulation of people within the European Community.

On the same occasion they also criticised the Ministry of Education for postponing their biennial meeting, originally scheduled for November, which was due to discuss subjects such as language teaching for adults and the admission to higher education institutions of students from other EEC countries.

These are just two areas of concern to the EYF, which was set up less than two years ago. Based in Brussels, the forum sets out to act as a political platform for youth organisations via-vie European Community institutions.

According to its information brochure it "intends to make the voice of the young people of the community heard at all matters which concern them either directly or indirectly". Thus, while education and the problems of creating jobs for young people are among its major interests, the EYF also tackles wider political issues.

It adopted a detailed position on last year's negotiations for a second round Convention covering a trade and pact between the European Community and over 50 African, Caribbean and Pacific countries. It has also criticised the EEC's links with South Africa and has decided to lobby European Community institutions to discourage all trade missions to the country and to place a ban on foreign or young workers.

EYF secretary-general, Gilbert Veron, who has come from the French youth movement, insists that while the forum is a political centre, it is first and foremost a place where young people can receive information and training on a range of subjects that concern them.

The idea for the forum, which would bring together youth organisations of different political tendencies from all EEC countries, goes back to the heady days of May 1968, when student riots were breaking out round the world. In the aftermath, EEC heads of government met at their summit meeting in The Hague in the spring of 1969 that greater efforts should be made to involve Europe's youth in the building of the Community.

After one or two false starts, it was June 1978 that the idea took shape. The EYF is entirely funded out of the European Community budget.

Last year it received £250,000 to cover all its expenses. These include salaries for a Brussels-based staff of four, two of them secretaries, the rental, the production of documents and the cost of holding its meetings. Refusing to follow a centralised policy, the EYF has held its meetings in a number of different towns in the Community including Grantham (UK), Arles (France), Florence (Italy) and Paris.

Policy is decided at the annual general assembly which is attended by representatives from youth organisations as diverse as the British Youth Council, Eurocoats, the European Trade Union Confederation and the European Democratic Students' Union. The forum's permanent committee, one of which is chaired by Hillary Barnard of the International Union of Socialist Youth, then covers political, social and cultural matters, and meet three times a year.

Having found its feet during 1979 the EYF is now preparing to launch itself into more ambitious schemes. The education committee is working on what it describes as "education for leisure", arguing that education should be paid in relation to preparing people for leisure.

It has also called for an increase in literacy in the Community, citing a British report which claims there are still two million functional illiterates in Europe.

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**Madrid left out of crash building programme**

BILBAO The Spanish Education Ministry to leave Madrid out of a school building programme for 1980 has provoked a major row between the city authorities and the Education Ministry.

Twelve per cent of the 100,000 new places will be built in the province of Madrid this year but these should have been built last year according to the original plan. With these the Ministry considers that it has done the job in Madrid and has released figures purporting to show that there will even be an excess supply of 400,000 against a demand of 460,000.

The city authorities have rejected these figures and drawn up a lengthy report claiming a projected shortage of at least 20,000 school places. They claim that many existing buildings are badly deteriorated and that the uneven distribution of school facilities means that many children have to travel long distances to school.

The city authorities are now planning to build 10,000 new places in 1980 and 1981. They are also planning to build 10,000 new places in 1982 and 1983. They are also planning to build 10,000 new places in 1984 and 1985. They are also planning to build 10,000 new places in 1986 and 1987. They are also planning to build 10,000 new places in 1988 and 1989. They are also planning to build 10,000 new places in 1990 and 1991. They are also planning to build 10,000 new places in 1992 and 1993. They are also planning to build 10,000 new places in 1994 and 1995. They are also planning to build 10,000 new places in 1996 and 1997. They are also planning to build 10,000 new places in 1998 and 1999. They are also planning to build 10,000 new places in 2000 and 2001. They are also planning to build 10,000 new places in 2002 and 2003. They are also planning to build 10,000 new places in 2004 and 2005. They are also planning to build 10,000 new places in 2006 and 2007. 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Peter Abbe - Dr. Mel Marshall  
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John Wiley - James Henderson  
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## LETTERS

### Mr Carlisle's step by step demolition

Sir, Mark Carlisle is an honourable man. His statement to Stuart MacLure (February 15), that he is not dismantling the 1944 Act doubtless expresses a sincere belief. It is not one that I can share. The spirit, at least, of the Act is being eroded step by step. That the total is greater than the sum of the parts may not be a mathematical axiom, but it expresses well the results of current government policies particularly as interpreted and exaggerated by some local education authorities.

The proposed reduction in the Assisted Places Scheme has converted none of its opponents. The objections have been well argued and still remain potent. The breadth of the opposition alone should give the Government cause to think again even at this late stage.

The increased charges for meals and travel appear likely to be implemented in such a way as to hit hardest many of those least able to afford any additional expenditure. They also have implications for the problems of school attendance and lunch-time supervision which cannot be brushed aside. These are two areas where even a slight worsening of the present position, in some cases, will have an effect out of all proportion to the size of the change.

The significance of the changes proposed in the Bill and their long-term implications are not fully appreciated. Consider, for example, the greater freedom of choice of school, which will include choice across local authority boundaries. At first sight this may well appear to be wholly desirable but it needs to be remembered that there are many factors for choice other than educational; class and cost of the school journey is just one example. Corporate as well as individual factors are also relevant.

A significant shift in the number opting for a particular school at a time of falling rolls will exacerbate a problem which is already of the utmost gravity in some areas. Is freedom of choice for some acceptable if it means poorer provision for others? As to the denominational schools the potential opportunities which will exist to secure a favoured intake can, if accepted,

only lead in the long term to an attack on their present position; a development which many would deplore.

Nor is it irrelevant that the Bill is being debated in the context of a general reduction in public expenditure coupled with savage cuts in some areas, which go well beyond the Government's declared intentions. The main reason for this Bill is financial and not educational. We are seeing not the eradication of waste or excessive bureaucracy but a decline in the resources which are essential in the classroom.

The charging of some costs to parents, either directly or otherwise, may or may not be a contravention of Section 61 of the 1944 Act. They are, however, certainly against the spirit of the Act and its traditional interpretation. This approach comes strangely from those who seek to protect law and order which must in the end depend in a large measure on the acceptance of the spirit as well as the letter of the law.

Parental wishes for the vast majority will not be affected by this Bill; the education of many children will be affected adversely. It is the quality of education for the majority which has been questioned in recent years and which should rightly engage our concern. This surely is the plea of industry and parents as well as politicians. This Bill will not answer that plea.

PETER ANDREWS,  
Hornby Farnshaw School,  
Dronfield,  
Sheffield.

Sir, I suspect that, in years to come, your questions to the Secretary of State for Education (in Defence of the Bill, February 15) will prove more significant with respect to the omissions than the substance.

Leaving aside the opening and the closing passages, only one of the 12 principal questions touched upon by Mr Carlisle in his speech to the House of Commons on 15th February is economic ones. You range pretty thoroughly through such things as educational cuts, the cost of school transport, school meals, the assisted places scheme and so on. Apart from the money side, only parental choice matters to get a look in.

One could find no mention whatsoever of the most dramatic and far-reaching of all the proposals contained in the new Bill. I refer to those concerning the internal gov-

ernment of schools. The Taylor report designed a new ship and the present Bill sees the hull launched. The superstructure is yet to come, but its shape is clear. There is a strong likelihood that, in the end, at whose threshold we now stand, the control of the curriculum, teaching methods, discipline in schools, the whole range of associated matters will be passed from professional educators, politicians and bureaucrats (but certainly not, as some suppose, a parent).

The fact that no less a person than the Editor of The Times Educational Supplement is either aware of what is afoot or thinks it scarcely worth a mention increases one's anxiety about what lies ahead. It is now before Parliament guaranteed more than any other to transform the education system in the next ten years it is the school government clauses. Sadly, they have received little attention because of our customary preoccupation with immediate economic issues. We are going to have to regret that.

PETER DAWSON,  
Hornby Farnshaw School,  
Dronfield,  
Sheffield.

Sir, According to your verbatim published interview with him (in Defence of the Bill, February 15) the Secretary of State is now a record as decisively dismissing the new expenditure on the Assisted Places Scheme as "a figure of millions that can be counted on as hand-me-downs against a budget of £8 billion".

I am sure he will logically apply the essence of that remark to the case of the Centre for Information and Advice on Educational Disadvantages whose expenditure is assessed at £300,000. It cannot therefore be claimed that there is a case for closure on financial grounds, the object of the quango exercise.

As there has been no formal evaluation of the work of the centre as normally would take place in educational institutions, let alone consultation of any kind, the governing body on the centre's part must assume that no case has been made out on educational grounds.

What is left left?  
MAX MORRIS,  
Academy chairman,  
Centre for Information and Advice on Educational Disadvantages,  
Manchester.

## Handicapped shut out

Sir, At the last two meetings of the Joint Council for the Education of Handicapped Children much of our time was spent in discussing the Education No 2 Bill.

There appeared to be within this Bill a number of clauses including those relating to transport, school meals and free milk that will work to the detriment of handicapped children unless special mention is made of them in the provisions of our educational provision. Various approaches have been made to the Secretary of State by the constituent members of the joint council concerning possible amendments regarding handicapped pupils, but at the moment there appears to be a Bill in any way.

At a time when the country has been considering the recommendations of the Warnock Committee it is sad to find that the Minister of State is not able to pronounce on any recommendation that they wish to make regarding this report, and at the present time are considering a Bill which in many ways could set back the provisions for handicapped children. The whole philosophy, at the moment is wrong, every day of being one of economic expediency rather than considering the needs of children who in many cases are unable to help for themselves.

Mr Secretary,  
Joint Council for the Education of Handicapped Children.

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## LETTERS



The head won't care much for "Great. The lad's come good. Plays tremendous. Fabulous. Magic".

### Decision on transport

Sir, You reported (February 15) an interview with the Secretary of State on the Education (No. 2) Bill. It is the course of the interview you suggested that the Association of County Councils now "bitterly regretted" its request that L.E.A.s should have the freedom to decide locally whether or not to charge for school transport. May I, briefly, set the record straight?

The association does not regret its request that L.E.A.s should be able to make up their own minds about charges for transport. ACC members, facing a situation in which it was clear that public spending would have to be reduced generally, took the view that the essential core of the education service (staffing, books and materials), must be protected so far as possible.

In order to allow individual L.E.A.s to preserve the vital fabric of the service, we suggested that each should be given the freedom to decide locally whether or not to levy some transport charge.

At the same time, we pressed the Government to include clauses in the Bill to protect the lowest income groups, and, beyond that point, to decide very reasonably on the location of each authority to levy what was necessary to protect standards and jobs while making some allowance for the special needs of different areas.

J. A. LAWTON,  
Chairman,  
ACC Education Committee,  
Eaton House,  
66a Eaton Square,  
London SW1.

### A hare from Wandsworth

Sir, J. E. Ratcliffe writes to say (February 15) that he thinks ILEA should adopt a policy of developing the administration of many day-to-day individual problems to the local area, leaving the central administration to handle such matters as would further education.

He ought to know that ILEA has always adopted just such a policy, which indeed is inherited from the old LCC education department. The old LCC education department recently strengthened by a restructuring of the Inspectorate to provide a closer integration of professional and administrative elements of the service at the local level. The local education authority in the Borough of Wandsworth is exceptionally able, effective and responsive.

This leads me to a further point, which someone should make before the correspondence closes. When I was an L.E.A. officer in County Hall, I think I was in a good position to observe the relationship between the L.E.A. divisions and the Inner London boroughs. Since the beginning of 1977 I have been director of the Council of the Council Industry Project and Wandsworth has been one of the five national project areas. I have been greatly impressed by the degree of coordination and collaboration achieved between ILEA Division 10 and the borough, especially in the key area of planning and employment. Indeed, the briefing paper which the Wandsworth planning department recently prepared for secondary school teachers on Employment in Wandsworth would be an excellent example to most integrated authorities.

I intend no criticism of other L.E.A. divisions and Inner London boroughs, but I am sure, I am not the only one to be surprised that it should be Wandsworth, of all places, where this particular hare has been started.

MARTIN LIGHTFOOT,  
Secretary,  
Schole-Council Industry Project.

Sir, Bert Lodge's useful survey (February 15) of the battle lines in Ealing, a holy war over the proposal (now at Section 13 stage) to sell Twyford High School to the Church of England deals in detail with the Church survey of parental opinion made in 1977.

The respondents were not aware that a Church school could only be achieved at the price of closing an existing school. The ideal that was so comfortably abstract. Now a real live school, Twyford, is on the block and negotiating.

The survey was totally inward-looking: those questioned were not asked to pronounce on the general applicability of religiously divided schooling in a multi-faith borough.

To all this, this must imply sales to all. This point which the Anglican has been well taken. The massive Sikh community, an element of which has now put a school in Twyford High School, and where, too, the differences are going on. If we went to a united community, that we must abandon the reactionary attitude of setting up separate schools for each race.

bers of particular communities" writes an Indian correspondent, J. K. Kapila, in this week's Ealing Gazette.

(iii) The survey made no attempt to measure the proportion of Ealing citizens alarmed by a policy of dividing children in their adolescent years.

Bert Lodge also mentions NUT opposition to the Twyford purchase scheme. May I add that the Ealing branches of all the Burnham Associations are against the sale. This opposition is partly technical (linked with the problems of dealing equally with falling rolls), but is also in the best sense pragmatic. In their classrooms Ealing teachers have worked patiently for years to bring children together. To throw the operation into reverse, to divide children along religious and hence ethnic lines, is a task of immense magnitude.

MARTIN MAYCOCK,  
Secretary,  
Ealing High School Defence Campaign,  
27 Milton Road,  
Hanwell,  
London W4.

### One voice for ETV

Sir, May I endorse your "Comment" (February 15) on the need to use the prospect of the fourth television channel to take a new look at the planning of educational broadcasting across all channels. The need to treat educational broadcasting as a unified whole was the rationale for the educational broadcasting authority, which the Council for Educational Technology proposed in its evidence to the Annan Committee.

The proposal was not accepted (and I suspect not really understood) by the Annan Committee, nor is there any sign of it in the Broadcasting Bill. Nevertheless, the council has continued to put the case for treating educational broadcasting as a single service, regardless of the channels on which it is transmitted. The users would certainly benefit from common advisory and support services and unified programme planning; I suspect the educational broadcasters might find it strengthened their position in relation to their non-educational colleagues.

GEOFFREY HUBBARD,  
Director,  
Council for Educational Technology.

### Energy Theatre

Sir, An error appeared in the article about Energy Theatre ("All the fun of the economics lesson" February 15).

I was very flattered to find that you had printed a photograph of me, but please could you correct the last paragraph. The songs for the performance were not written by Hugh Young (as stated), but by me. RONA STUART,  
Energy Theatre,  
The County Drama Centre,  
Hatherley Lane, Cheltenham.

### The virtues of Janet and John

Sir, Paul Farmer's criticism ("Looking at Ladybirds", Extra, February 15) of certain aspects of the revised Ladybird Key Words as "unfortunate blemishes" is really taking the belief in the efficacy of identification a little too far. On what grounds are such criticisms based?

My earliest years were lived out on a working-class council estate in Leicester—according to some authorities (eg. *Prick Up Your Ears*) a sterile and real enough environment. I was taught to read through Janet and John, whose sins of forgiveness and well-being must, in Mr Farmer's eyes, surely be as great as those of Peter and Jane's, revised or un-revised. Yet it was precisely those sins/virtues that drew me imaginatively into the books and their learning. An alternative lifestyle was displayed.

In the words of another of your contributors (Sheila Sinclair), this alternative vista encouraged me to "perceive beyond the obvious" around me and to take the well-being portrayed as a state that might be aspired toward; thus providing the groundwork for a critique, a means of assessing the Leicester council estate environment, which was my single greatest experience.

The "identifications" were Janet and John, my own age, the same energy, a conspiracy of exploration and development, and—more importantly (and uncannily)—the same level of language acquisition. I needed nothing more.

That education should seek to prescribe and lend voice to the power of total identification (as a fortunate necessity) is dangerous. Not only is such pressure the enemy of imagination, but it also lends credence to the spurious arguments we hear from time to time in the threatening attempts to enforce censorship of anything that someone does not like about real life in art or debate.

DR MARTYN PARK  
Bracknell College, Berkshire.

### Kent spending on independents

Sir, I can imagine how difficult it must have been to précis, for publication, the report of the recent all-day hearing by the district auditor of Dr Michael Spencer's complaint about Kent county council's expenditure on places in independent schools. ("Labour minister not given full facts, hearing told", February 15).

However, your report of remarks attributed to me, if uncorrected, could be interpreted as a criticism of the role of senior officers of the county council's education department. That would be a great pity, as before making a contribution supporting Dr Spencer, I went out of my way to emphasize, at some length, my esteem for, and confidence in the integrity of, these officers. I was anxious that they should not be held responsible for any structures I might direct at elected members.

Of course, I do not know what advice (if any) the officers privately tendered to the handful of Conservative county councillors who, in effect, determine the educational policy of the KCC, but 20 years in local government have led me to accept the convention that, once policy decisions have been taken by elected members, officers can be expected to adduce in support of these decisions the strongest arguments they can muster.

KENNETH GRAHAM,  
7 Woodville Road,  
Maidstone,  
Kent.

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## People

Mr David Willis, the author and social worker who pioneered new methods of dealing with the deprived, disturbed and delinquent, died last month at the age of 76. As a "brother" in a punitive Farm Training Colony, he came to realize that short sharp shocks were no substitute for life-long love.

Mr Herbert Hayes, the director of the Scottish Central Committee on Modern Languages, is this year's president of the British Association for Language Teaching.

Mr Stanley H. Miller, author of a number of French readers and inspector for modern languages in Nottinghamshire, is chairman of the British Association for Language Teaching.

Mr Michael D. Pollard, vice-principal of Norfolk College of Agriculture and Horticulture, is to be the new principal of Plumpton Agricultural College following the death last summer of Mr N. J. D. Nicholls.

Mr Leslie Silverlock, newly appointed training and development officer for community education in Somerset, is shortly to become president of the community and youth service association. He was one of the founders of the Parliamentary lobby for youth affairs chaired by Mr Edward Heath.

Mr George Smaylen, headmaster of Kingshurst School, Chelmsley Wood, Solihull, is resigning from his job because he says he has become more of a social worker than a headmaster. He describes the life of a comprehensive school head as being increasingly preoccupied with the problems of a few difficult pupils. After 29 years in teaching and nine years at Kingshurst, he plans to take a three-year sabbatical course at Birmingham Polytechnic.

Mrs Pam Hopkins, a lollipop lady who faces redundancy, will have her future decided by a public meeting in a Somerset village hall next week. Mrs Hopkins, mother of four children and a foster mother, has been employed on a "nasty bend" of the A378 outside Hugh Episcopi primary school, Langport, for the past six years. However, Somerset county council plans to make her—and 140 other crossing supervisors—redundant from April 1. "Rush parish council have offered to pay half her annual salary of £324, but Langport parish council has raised objections to paying the remaining cost. Mrs Hopkins said: "It's a treacherous road for children to cross. We just hope that Langport gets its priorities right."

Bill Brammer is the new general secretary of the Open University Students' Association—a union for undergraduates. He has administrative experience at Birmingham and Kent universities and for the past 10 years has been academic secretary and dean of student affairs at the Asian Institute of Technology in Bangkok.

Mr Alan Biley is to be the new head of the Plume Comprehensive, Malden, Essex.

Mr Michael Kemster, deputy headmaster of Bishop Challenger School, Basingstoke, will become headmaster of Oxted High School, Worthing, after Easter.

Mr David Moore, principal of Nelson College, further education college has become a programme adviser on continuing education at Granada Television.

Mr R. Richardson, second deputy head and director of studies at Oshersley Valley High School, Chesham, has been promoted to headmaster, succeeding Mr R. Cooper who is retiring.

Mrs Judith Hicks, former head of St Oswald's School, Durham, is to be head of Deansy First School, Sutton Coldfield.

Mrs P. J. Mellmoth, head of Walsley First School, Sutton Coldfield, is to be head of Deansy Middle School, Sutton Coldfield.



Mr John Carleton, an England rugby union international and physical education teacher, has been refused permission to take time off school if he is selected for the British Lions tour of South Africa. Wigan Education Committee has rejected his application for eight weeks' leave from Park High School, Hindley, because of the political consideration of the country involved. Mr Carleton, who collected his third cap for Wales in the last match against England on March 17—but the last day for resigning his job is today. "I cannot take the risk of having no job and no tour," he said.

Mr Les Keen, a winger in Wales and a teacher in Wales, has been given the go-ahead to tour South Africa, if selected for the West Glamorgan County Council Labour stronghold, voted 18 to 1 in his favour at a recent meeting. The decision on Mr Keen, a teacher at Cwrt Sart Comprehensive, was a turnout for the Welsh sportsman last year West Glamorgan school. Llanelli scrum half and test Selwyn Williams from touring South Africa with his club. Mr Keen said: "I will be delighted if I'm picked. It's a game and that's the way I see it."

The Rev Peter Louis, 38, is to be the new headmaster of the Blue Coat Church of England School, Coventry, leaving his job as head of the Henry Mellish Comprehensive, Nottingham.

Mr Les Keen, a winger in Wales and a teacher in Wales, has been given the go-ahead to tour South Africa, if selected for the West Glamorgan County Council Labour stronghold, voted 18 to 1 in his favour at a recent meeting. The decision on Mr Keen, a teacher at Cwrt Sart Comprehensive, was a turnout for the Welsh sportsman last year West Glamorgan school. Llanelli scrum half and test Selwyn Williams from touring South Africa with his club. Mr Keen said: "I will be delighted if I'm picked. It's a game and that's the way I see it."

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# features



## Asking the customers

Nicholas Tucker

suggests:

children should

be encouraged to

write reports

on their lessons

I have never found anything revolution-

ary in the idea that pupils should occa-

sionally be encouraged to write their

own reports on their lessons, since I my-

self went to a school where this had

always been part of the accepted order

of things.

I am not using it as a unique oppor-

tunity to make trouble and pay off old

scores. Many pupils used to find the

whole thing something of a chore, being

forced to verbalize what were often only

vague impressions about our lessons. Sometimes our form teacher had to chivy us along when it came to finishing off these reports; but once they were handed in no one on the staff seemed to find them particularly upsetting or offensive.

I was not prepared, therefore, for the storm that broke out in the media, after I wrote an article for last October's *Where*, suggesting that the same sort of scheme should be tried out in other schools. The response was almost entirely unfavourable, with stern editorials awarding me only two marks out of 10 for my general innocence, or enjoining me to write out "I must do better" one hundred times.

Some of this hostility may have been caused by the way my article was reported. It was constantly emphasized, for example, that pupils were being asked to write reports specifically on their teachers, so giving rise to banner headlines announcing "Beware—Little Brother is Watching You". I had tried to suggest that children should be asked to comment in more general terms on how they might feel about their progress.

Such comments may include remarks about teachers, but there would be many other things to write about too, such as the class itself, or a pupil's particular feelings, positive or negative, about a certain subject. The media often omitted to add

that I believed pupils' reports should stay confidential to the teacher concerned, and so should not really play a part in the possible blocking of promotion prospects—one of the recurrent tears aroused by this scheme.

Even with these qualifications, it appears that many teachers, though not all, are still apprehensive about any idea of pupils reporting back from the classroom. This is quite understandable as an initial response; few of us actually welcome possible criticism, and there is always a tendency to exaggerate in one's own mind how negatively one may come across to others.

What is more disturbing, though, is the way that those fears seemed often to be based on mistrust or even contempt for the judgment of children on anything to do with education. I cannot believe that is either healthy or deserved.

Take, for example, the views of Arthur Jarman, an official of the National Union of Teachers. "It is a simple fact that children and young people are not in a position to pass judgments on their teachers, because they lack the necessary knowledge, understanding, experience and maturity." Yet that "simple fact" is contradicted flatly by research evidence, which suggests that pupils' ratings of their teachers' skills agree closely with the ratings of experts such as other tea-

chers or college supervisors.

Nor does asking pupils to try their hand at assessing the quality of their lessons seem to have any necessarily bad effects on classroom relationships in those experimental studies. On the contrary, pupils, when asked, have taken the task seriously; as one experienced teacher in a personal letter to me put it: "I have noticed a marked increase in socially responsible behaviour following an exercise of this kind."

Even the *Daily Mail*, which ran a sarcastic story on my original article, seemed to be having second thoughts when it later asked a bunch of older comprehensive pupils to write reports on their lessons. As the educational correspondent wrote about the results: "Despite the expected complaints about too tough discipline, the overall impression was one of respect for the no-nonsense teachers, who combine strict rules with fairness."

It is depressing, therefore, to come across spokesmen from the National Union of Teachers and elsewhere who still believe that, to quote an example: "Children are well known to be the worst judges of their own best interests". What, I wonder, would such officials make of the pupil reports that teachers have sent in to me since, that suggest a far more positive picture?

As another experienced teacher wrote: "From studying these reports on myself, I have learned a great deal both about how I appear as a teacher, and about the children themselves". She then goes on to mention some of the pupils' criticisms, among the much more general praise, which she has found useful—so giving the lie to the idea, frequently expressed in the media, that good teachers would have nothing to learn from that particular exercise.

"Lesley Jane says I do big ticks which spoil her work—I thought that the big tick was a symbol of how pleased I was with it. I didn't realize that Julie objected to not having a hymn book—she got one after that. I was saddened, genuinely, by the pathos of Jackie's report—I really wasn't aware that she felt so rejected because I never did ask her to do things. Also, I am a chilly moralist and didn't know the children were uncomfortable hot in the classroom at times."

Teachers can always learn something from children's reports, even when pupils may be as young as eight or nine, as in the examples just quoted. As for yet another spokesman from a teachers' association, who found it "a bad job if we have to go down to the customers" for assessments of teachers, many of those who wrote to me privately seemed to feel they may be just as safe with such customer-pupils as they would be with various reports from local advisors, government inspectors, and headmasters.

It was never my intention, though, that pupils' reports should get mixed-up with any official assessment of teachers. Such reports should, in my view, be entirely for the teachers' own use, and it is true that poor, unmotivated teachers may choose to learn little from them, this should not be used as an argument for preventing others from having the opportunity to use pupils' reports more constructively.

There is always the possibility, for example, that pupils' reports will have something valuable to reveal about the class itself. When I tried this exercise as a schoolteacher, I soon discovered from odd remarks that there was some nasty bullying going on in the class. Typically, the child picked on was a boy who was indeed very irritating to me as much as to everyone else. My own impatience with him had led me to overlook the fact that he was often having quite a bad time.

Elsewhere, almost all pupils spoke negatively about their French lessons. I knew the teacher to be a hard-working, utterly conscientious colleague, but my form—which was a remedial one—simply found her lessons too hard and remote. Once again, I think that was a genuine complaint worth listening to, given that many of those pupils already had great difficulty with English, let alone the French language.

Having pupils write reports on their lessons would not restore education cuts or improve low salaries. To that extent, my scheme could be seen as irrelevant to teachers' most pressing concerns, even though it would in itself cost nothing.



## features

Continued from page 19

extra to administer. But I still believe that the idea is worth trying, given that the results of such an exercise are often much more heartening to everyone concerned than most teachers ever appear to imagine.

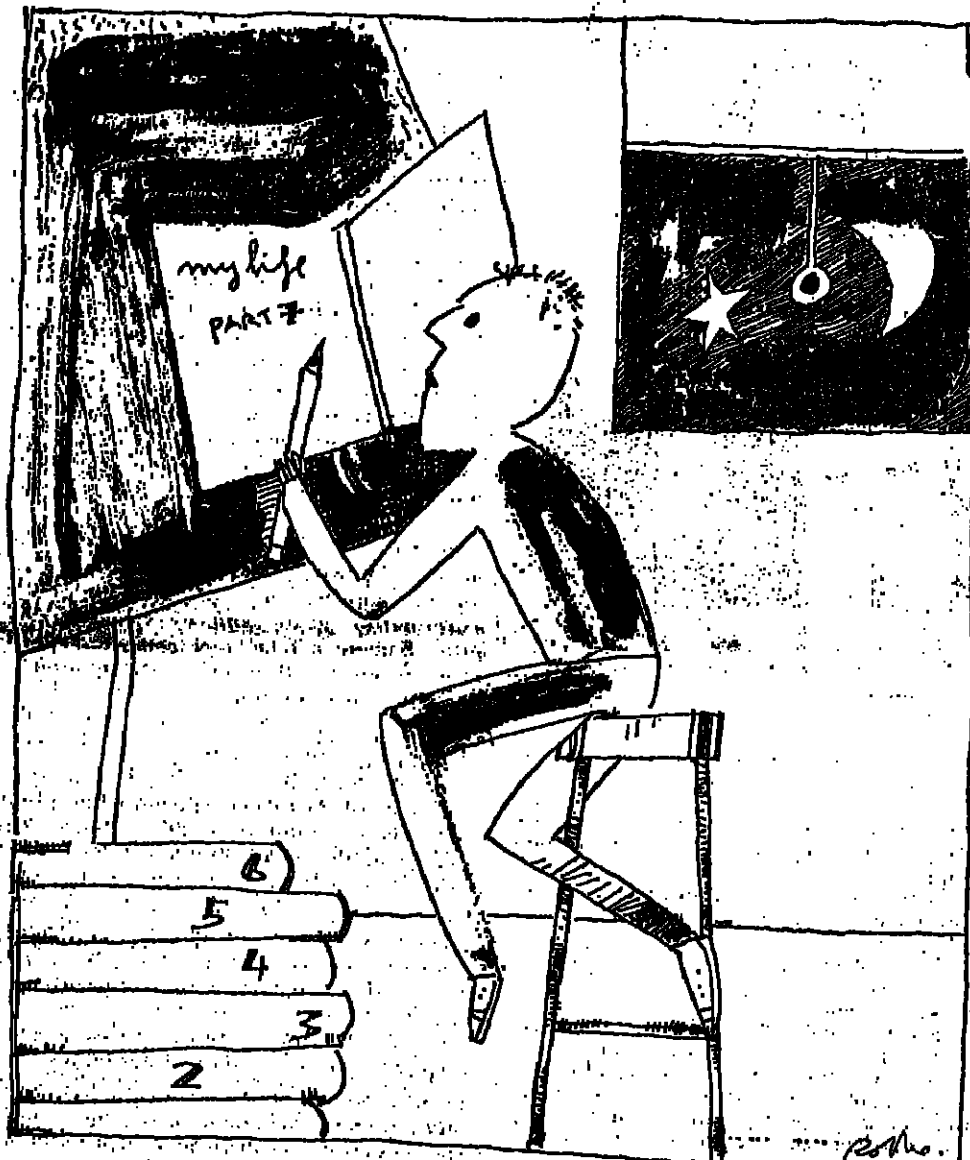
One constant suggestion in the criticism of my original article (apart from time-worn cracks about mad psychologists) was that I deserved to have reports written about me by my present students, as if this were some sort of

necessary punishment for my presumption in making such suggestions.

Yet ever since I have been a teacher, whether in schools or universities, I have always welcomed such reports. It is always interesting to discover how pupils see things, and the comments of school children, in particular, can be amusing, as well as perceptive and self-revealing.

Nicholas Tucker is a lecturer in developmental psychology at the University of Sussex.

## Finding an audience



## Jean Bleach looks at the growing trend for children to write about their own lives

People don't think much of themselves, and they carry around a picture of themselves that is much less than it should be. They don't realize that they have lots of talent, and lots of ability which they could develop and this is why I think writing is very important.

If, when you're learning reading and writing, you use stuff written by other students, or... by yourself... and it's about your life and the lives of people you identify with, you begin to realize it's good and that helps you to change the image you have of yourself.

Here, in the words of an adult literacy student, lies the justification for the practice established among teachers in the past decade of printing their students' writing for other students to read. Taken

together, the availability of works by child authors, working-class and black writers and newly literate writers makes a powerful statement to young people. It encourages them to realize the possibilities of themselves addressing a public audience.

Authors reflecting the black experience in Britain have been published almost exclusively by black community bookshops or 'other community projects. Bogle Books, for example, has published a collection of clear-eyed poems in which the reggae white school and society from a secure sense of her own black identity.

They also published 'Linton Kwesi Johnson's *Dread Beat and Blood*. Here an accomplished black poet uses militant reggae rhythms to express the situation of black youth on the streets of London, and their explosive revolutionary yearning. Black Ink, a short-lived community project, published *The School Leaver*, by a young black playwright, Michael McMillen, originally produced by the Royal Court and carrying sobering messages for young readers in school.

The theory on which those publishing ventures was largely socialist, based on the writings of Walter Benjamin and Ken Worpole. Worpole says children 'must become authors, and we have to locate their audience, and make available to them the means of production.'

Because children are writing for their peers, their juniors or less experienced readers, they see their written work in school as having a social purpose. In writing, editing and printing their own books, the role of authorship is demystified.

To a surprising extent, those theoretical insights are borne out in practice in school. Some of the writing printed does challenge the authority of adult children's writers. That has been particularly clear in the writing of black children, and children from recent immigrant groups. The culturally complex 'worlds' created by many of the young writers reveal the cultural bias and lack of penetration of white adult authors of their world. All young authors gain a powerful sense of their value as writers (and as people) from knowing that their work will directly help others.

Teachers who print their students' writing may or may not articulate their intentions in such ways; almost without exception, they would refer to seeking a wider audience in the hope of developing, through what means, their pupils' writing.

That notion of 'audience' comes from the work of the Writing Research Project at the London Institute of Education. Children's writing is seen as part of a continuum, starting from writing 'close to the self', where the writers rely heavily on meaning shared between them and a face-to-face audience, and moving towards writing belonging to the public order, where meanings are wholly explicit and fully embodied in the text.

That has resulted in many children in inner city comprehensive schools gaining an experience and understanding of themselves as writers. An additional effect has been to make young writers more ambitious in the form they use.

They are learning to spread themselves to fill 10 or even 20 pages of an A5 printed booklet with sustained prose narrative, rather than working in more traditional short burst forms—poems or short narrative pieces. These sustained narratives may be fictional, or may be the child's telling of his or her own story.

In London, the ILEA English Centre has published some of the best of those narratives—brought to their attention by local teachers. London schools have used them widely and successfully. This week the Centre is publishing a collection of four of the pieces previously available in individual booklets, and seven more which were the result of a competition arranged in 1979.

This well-produced book will bring to children throughout the country some of the writing of their peers. For teachers and educationists, it is a fascinating handbook that should deepen our understanding of writing and the writing process.

For example, on the evidence of this collection, there is no necessary and immediate connection between having work publicly printed and recognizing the demands of a public audience. At least two of the pieces seem written for the self as audience, or, at the most, 'public', the teacher as trusted adult as audience.

Nine of the pieces (of varied length) are 'lives'. *The Kids are Alright*, by Joe Ackerman and the already celebrated and widely read *The Meeting For* by Chelsea Herbert are fictions. That is unusual for young writers in their ability to sustain convincing fiction, and in their linguistic accomplishment.

How they fit the title *Our Lives* is no less complicated in relation to children's fiction than to adults'. A brief example from *The Meeting For* will show that they surely do.

'My mum, always tells me not to play

records early in the morning but I help it. I just love my records.

'Hey, madame, how many times me got to tell you not to play these records in the mornings; afore you go to something good, you study records, how far records will put you, me den.

'Oh boy, here we go again, I mean say, she could just say, 'Chairman, play those records so early'.

The collection raises the complexity of narrative and autobiography, and relationship between the two. It seems to be evidence of the necessity, some children at least, of having opportunity to shape, order and upon their experience in the 'lives' they do in recounting their 'lives' the autobiographies but one reveals a junction, loss and conflict, whether writers are natives of Britain (black or white) or members of recent immigrant groups (Moroccan, Ugandan and Chinese children's work appears here).

A quotation from Zohra Elbajja's *Families form a considerable part of mood, style and control of language to the passage quoted above, from Morocco and already in her teens she came to Britain. Zohra starts story, 'My life has, so far, not been very enjoyable life at all'.*

She tells of divorce, adoption, running away, of being marvellously and acutely reunited with her mother, of coming to Britain. As a young child, she has away from her cousin, Ahmed.

'I did not mean to hit you so hard he said. His voice was slightly shaky. I knew he was very sorry about what I had done, because if anything [anything meaning here sexual assault on the way] had happened to me, he would have been the one to blame. We went back to Kasar Elkabir. We entered the house and I found my foster-mother crying her eyes off and many people in the house up to comfort her. When I appeared on the staircase everyone stopped what they were doing and their eyes fixed on my pallid face. All of these people had expressions of hate on their gloomy faces.

Questions that arise—What is the relation between form and the social infrastructure? What literary influences have these writers met?—are difficult to answer. The Dickensian feverishness, self-regard, together with the power of ending contradicts the ease with which nineteenth-century changelings fit seemingly into their rightful homes.

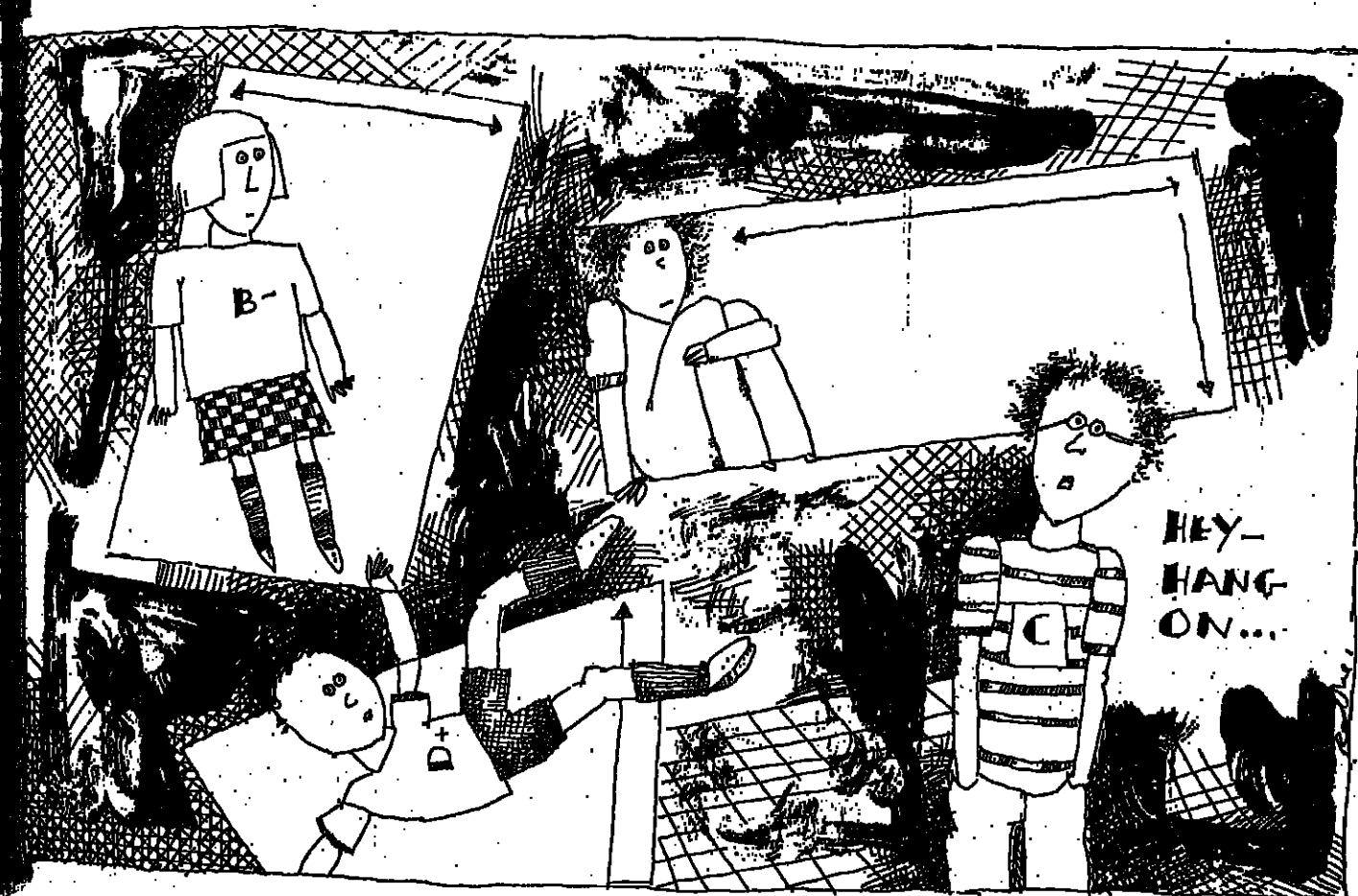
To remind one of the dangers of speculation, Zohra's story comes second to Mohammed Elbajja's translation of *Life*, a paradigmatic story of emigration where first the father leaves, then the mother goes with him, and their final(?) return is marked by his own rupture with the past. Then they told us we were going to the strange place with them, only told me and my sister.

*Our Lives* will be of great value to children to dip in to, in search of relevant and necessary to them. It should be sorry if it replaced individual bound stories, because for many it will be a more daunting book to get in to.

For teachers searching for a model of standing of children and their experience and an understanding of their writing, believe this book is seminal.

Jean Bleach is head of English, Lymington Park School, London.

## Getting into profile



## John Blanchard

## reports

## on how pupils

## can assess

## and review their

## own progress

How do you organize testing and reporting? How do you try to make sure that the most useful assessment is made available to those interested in the process and outcomes of learning?

We have to report to parents; and we are obliged not to ignore public examination. Both are forms of 'summative' assessment, ostensibly accounting for the standard of pupils' work at a given time. Each summer our school plans a time-table for the five-year-groups' exams and reports. We stage our assessments and organize our teaching accordingly. During the first three years, reading age, comprehension, response to literature, composition, and language usage are tested. Each paper is marked for a whole year's group by one teacher. Grades are allocated along a curve of 'normal' distribution.

In the last two years, tests duplicate the demands of CSE and GCE. When writing school reports, we no longer frame information in the light of achievement within the year-group; we reflect competence in relation to public examination standards.

Our Group Mode 3 CSE allows us to regard all pupils as prospective candidates. Being actively involved in its setting, marking, and moderation, we are confident about judging standards. We can speak less authoritatively about CSE, and the possibility that attempted 'objective' assessment may in the fourth year, at least, make our approach more realistic. But as long as GCE dominates assessment at 16, we are bound both

to take it seriously, and to incorporate its values in our assessment.

If assessment merely categorizes pupils, it undermines their capacity to use it constructively. To that extent, reports and examinations divert attention from the real value of education.

For that reason, our everyday marking consists of comment only, unless the work is enhanced by simple quantification or qualification, and pupils understand their limited meaning. For that reason too, we are trying to maintain a practice of writing specifically personal reports to pupils. These review progress by reference to successful learning, to suggested areas of future endeavour, and to the means whereby success might there be achieved. Here, as in our teaching, we consider pupils individually, without the distraction of comparing them one against the other, or against absolute standards.

We face two outstanding problems: how to resolve the contradiction between testing and teaching and how to prevent our assessments being ignored by, or reduced to, a single letter or number in public examination.

The solution, which our scheme offers, is for us to collect 'objective' assessments in a file for each pupil, and to encourage them to use it as an aid and reference. A language file is opened for every 11-year-old and newcomer. It contains a primary school record, whose content was agreed by a committee representing the five to 16 schools in the catchment area. To it are added school exam scripts and copies of reports to parents. It is open to pupils, parents, and teachers, and can be made available to bodies outside school.

Pupils are asked to contribute to their files by writing an annual statement. The intention is to strengthen their understanding of and response to 'objective' assessment by giving value to 'subjective' assessment. The result is that pupils reflect, in the broadest and most intimate way possible, their experience and competence within the subject.

The scheme recognizes that pupils must share the initiative for their learning. They become formally involved, for example, suggesting fresh approaches, giving advice:

'... I think that we should do more stories and I think that we should do spelling each week and put in to groups.'

'... And when teachers are trying to explain something they could go a little bit slower... (Second year pupil.)

'... I wish we could have more time in the lesson for descriptive work, or compositions, and could be given more help with word usage and structure but not exactly grammar... (Third year pupil.)

'They express preferences, consider development, current activities, and prospects: '... When I was at —, I used to have Good English and I had a lot of remarks about it. Then I went to — Primary School. But that was a school I did not agree with and went backwards, but now I find I am building up my standard every time I take an exam and get my report. And in that way I find that English has helped me a lot... (Third year pupil.)

'... I hope to achieve a CSE grade and if need be go to night-school to get a O level if the job require it. I hope to be in an outside job-like postman and if so, be able to read the addresses... (Fourth year pupil.)

Apart from the benefits to pupils' motivation and teachers' understanding, the statements reveal much that is of interest to those who consider applications for employment, and further education. In the fifth year pupils write for that audience. Here is an example:

'... My life here has certainly brought me down to earth 'with a bump'. I am not so settled into believing one can live entirely on sensibility. We need aims in life, strong points of view and my writing has taken a turn towards expressing these in real life situations.

'I no longer believe I have any miraculous talent or even that my mind works in a way that is at all different to any one else's. I have found a few more years does not bring about perfection in my work, but that it simply makes its failings more obvious. These are no doubt the traditional ideas of adolescence.

'This summer I was not expecting to do well in my O' level exam, all my writing I found forced and stilted, however, the actual day went better than I could have hoped. My result was A... Assessment is partial if it excludes any

important participant. Pupils, the subjects of assessment, make vital evaluations of themselves and their work, but are conventionally denied this expression.

Whereas public examinations are designed to assess considerably less than the whole age group, statements are written by every pupil. They reveal their different interests, needs and talents, but the scheme does not itself discriminate between them. No one has yet failed accurately to represent performance and competence.

Whereas public examinations assess only academic attainment, statements reflect a range of experiences, skills and capacities. While examinations tend to prescribe training and culminate in a grand performance, statements do not inhibit, they promote teaching and learning. The statements allow pupils to set goals, in the light of teachers' assessments, and to consider progress autonomously.

The scheme is far from perfect. If there are inconsistencies, for example, between different departments' approaches to grading, then parents and pupils are confused. As it is, our school has initiated a system of tutor-based profiling, compatible with our scheme, designed to reflect pupils' all-round experience and achievement, and including an element of self-assessment.

That, and the fact that our school is actively interested in curriculum definition and monitoring in areas 'across the curriculum', provide a practical and sympathetic setting. The file, for example, is becoming the channel of communication by and for all teachers of pupils from five to 16, as a language policy gradually emerges in the way Bullock might have envisaged.

Beyond school, information is sought about 16-year-olds' aptitudes, and is usually supplied in two ways: by public examination grade and by school reference. Schemes such as the one described here propose alternatives, demanding broader representation.

What is needed is a means of evaluating subject statements and school profiles. Public examination boards, the Council for National Academic Awards, the DES, the Schools Council, L.E.A.s might co-operate in the establishment of local and national boards to supervise the accreditation of such assessments. Without national currency value, such schemes may have interest for schools, but they offer little security to employers and FE staff.

Perhaps formal, public assessment originally served to select candidates for the next stage of education; the traditional exam boards are university ones. Such a narrow concern seems also to have affected younger exam boards, so that attempts to account for the achievement of the 'less academic' pupils, destined for immediate employment, use inappropriate measures to uncertain ends.

Certainly, the demands of comprehensive education and modern society are not now being met. And we cannot defend existing practice on the ground of its convenience or its accuracy. It is enormously expensive, time and energy consuming, and misleading; one cannot, for example, compare the grades of different boards. Neither can it be said that improved procedures would necessarily impose additional burdens on us; we already make extensive assessments, only to little apparent purpose.

The usefulness of assessment is ultimately decided by those who receive and act upon it. We can supply 'objective' and 'subjective' assessments, and examples of work. Surely everyone would welcome their wider recognition and use?

John Blanchard is head of English, Comberton Village College, Cambridgeshire. This article is based on his contribution to *Outcomes of Education*, edited by Tyrrell Burgess and Elizabeth Adams, and published yesterday by Macmillan Education (£9.95).











# books

## A shock to the system

John Gribbin reviews a new study of natural disasters

Disasters. By John Whitlow.  
Allen Lane £8.95.

There is an important message hidden in this book, but it is so well concealed that much of the potential impact is lost. At face value, we have a weighty text providing a great deal of information about natural disasters (earthquake, flood, drought, volcanoes and the like) and deliberately avoiding entanglement in the debate about such potential global disasters as a runaway "greenhouse effect" or destruction of ozone, which might result from our own activities. The trigger which set the author off on his theme was, we are told, "the disastrous year of 1976", when "earthquake shocks, volcanic eruptions, tsunamis, hurricanes, floods, blizzards and droughts combined to give the impression that the earth was in turmoil, and that the day of reckoning was at hand". Given this reason d'être, it is unfortunate that it has taken four years to get the book in print; the second, almost biddon, justification for the book makes it of much more immediate importance.

It seems that the Earth is sometimes convulsed by bursts of activity of the kind which hit us in 1976, separated by long periods of relative quiet. Whitlow quotes the work of Professor Don Anderson, the Californian who sees significant relationships between phenomena such as earthquakes and changes in the atmospheric circulation of our planet, and who has studied in detail a period of unrest at the turn of the last century which saw "rapid climatic change, changes in the drift pattern of the magnetic field and changes in the explosive volcanic activity of the earth. Between 1897 and 1914 there were 71 earthquakes of magnitude greater than 8... and, of course, Krakatoa exploded at the start of the 12-year long period of terrestrial turmoil. "Making the link with this event of 1976, Whitlow seems to be hinting that we may have seen the beginning of a similar period of turmoil, bringing more earthquakes, volcanic outbursts, and perhaps associated climatic changes. If he had had the courage of his convictions and come out strongly with this as the theme for his book, he could now be basking in the success of his "forecast": following two recent earthquakes in San Francisco, one "on the north line" shake in the north of Britain, and "a scattering of other disasters worldwide". As it stands, though,



Houses disappear in flames as lava from the erupting volcano on Heimaey, south of Iceland, flows over them.

Disasters is a book without a strong theme or message, merely a compendium of past disasters which might leave the uninformed reader thinking "yes, but so what?"

Such a reader would surely be disappointed with the book as "entertainment" if that is the right term to use in describing such horrific material. The author is senior lecturer in geography at the University of Reading, and he writes chiefly in a sober and academic fashion which reduces much of the drama from what is, in many cases, very dramatic material. Other geographers would find the book an entertainingly light read; non-geographers would probably find it sober and heavy, in both senses of the word. In conclusion it is not worth a read. (In the middle of a chapter, even!) and from the foregoing description of contrasting the word "disaster" it is not clear that it is a distinct turn-off for the casual reader. So the book must be judged on its merits as a semi-academic work. And in these terms it scores highly.

Unavoidably, in covering such a wide range of topics (which related to the author's discipline of geography, and the discussion of plate tectonics, for example, is disappointing superficial). He also occasionally strays from his normally sober approach to the widest of incautious comments, as when, describing the

1976 Tashkent earthquake, he throws in the comment that although "the link is a very tenuous one, how do we know that the man-made earthquake (from a Russian nuclear explosion shortly before) did not trigger off the Tashkent tremor?"

As I recall, it is not usually part of the scientific method to assume that lack of a definite disproof of a theory however wild it may be, perhaps Whitlow is not familiar with Occam's razor.

That said, however, for anyone with a little scientific background (say O level physics) Disasters offers a wealth of information about the workings of destructive forces on our planet, with many photographs, illustrations, good diagrams and tables and a useful list of references. All this is presented at a very reasonable price—given the size of the volume—and the inevitable Penguin paperback will be an excellent value for anyone with an interest in geography or the workings of the Earth, its oceans and atmosphere.

If you are looking for entertainment, though, the theme is better covered by Basil Bunting and Frank Pich in their book, *Earthquake* (Dent, 1979). And the omission of anything on man-induced global disaster is unfortunate—having gone this far, why not get everything between one set of covers?

## Decline and fall?

John Vaizey on British industry

British Industry Between the Wars: Instability and Industrial Development 1919-1939. Compiled and edited by Neil K. Buxton and Derek H. Aldcroft.  
Scolar Press £18.50. 85967 383 9.

This interesting and important new book is a collection of essays by a group of economic historians addressing themselves to the question of what happened to British industry between the two wars. This question is, of course, interesting in itself as an exercise in historical enquiry. But it is also relevant, first, to the question of the validity or otherwise of the historical myth that the inter-war period was one of stagnation which was part of the total relative decline of the British economy compared with other countries, and which started some time in the late nineteenth century; and, second, whether or not, as Lord Maudslayi recently urged, there is something to be learned from the experience of the thirties which is applicable today.

The main outlines of the story are not in dispute. The over-valuation of the pound caused by the return to the gold standard, followed by the intensity of the inter-war slump in the early thirties, knocked many old industries for six. Since these industries were heavily located in places like South Wales and the North-East coast, there was severe, damaging long-term unemployment, which even today has not been fully dealt with. At the same time Britain divided into two nations, because in the areas around London and the Midlands there was not only a tremendous housing boom in the thirties, which created the semi-detached suburb in which so many people live today, but also a substantial growth of new industries mainly based on electricity and the motor, and light consumer goods, which provided employment and a rapidly rising standard of living for virtually the whole country. This was achieved, behind some tariff walls, and the falling prices of the period ensured rising prosperity for those in work. Thus the inter-war years were a period of complexity and were not the interrupted tale of misery which has become part of historical myth.

It may be said in parenthesis that the same, of course, applies strongly to the post-war period, and even to the current year, 1980, prosperity and relative decline coexist in a remarkable manner. The world is a very complex place. What this book seeks to do is to examine whether or not it is between the two extremes on the one hand and the new industrial order on the other. That is to say, have we gone more wholeheartedly into the new industries and run down the old ones more rapidly, would experience have been different—though this is not a question that the authors ask explicitly, it clearly is one which is of great relevance to contemporary issues.

The book is divided into two parts. The first part, "The Decline of the Old Industries", examines the fate of the coal, iron, steel, shipbuilding, and textile industries. The second part, "The Rise of the New Industries", examines the growth of the motor, electrical, and consumer goods industries. The book is well illustrated with charts and graphs, and includes a useful bibliography.

**Geschichte**  
Martin Page  
A History of Germany.  
By William Carr.  
Edward Arnold £6.50. 7131 6240 6.

This book is a history of Germany from 1871 to 1945. It is written by William Carr, a leading authority on German history. The book is divided into three parts: the first part covers the period from 1871 to 1914, the second part covers the period from 1914 to 1933, and the third part covers the period from 1933 to 1945. The book is well illustrated with maps and photographs, and includes a useful bibliography.

The answer is, as far as I am concerned, yes, and no. There is no doubt that the growth of the new industries has been rapid, but the old industries have not disappeared. They have been transformed, and they continue to play a vital role in the British economy.

If the object is to make more satisfied with the way things are, then the answer is yes. If the object is to make more satisfied with the way things were, then the answer is no. The inter-war period was a period of great change, and it is important to understand the reasons for this change.

The authors show, however, that the firms in the declining industries had a very varied experience. Some were successful, some were not. The reasons for this are complex, and they are not fully explained in this book.

It remains unspoken, off-stage, in this book, that the decline of the old industries was not only a result of the over-valuation of the pound, but also a result of the failure of the government to provide adequate support for the old industries.

Turning to the new industries, the book shows that they were not as successful as they are often claimed to be. They were not able to provide the same level of employment as the old industries, and they were not able to provide the same level of prosperity for those in work.

**Chekhoviad**  
Chekhov, the Dramatist.  
By Chekhov.  
£2.95. 415 46490 2.

This book is a collection of essays by Chekhov about his own work. It includes a foreword by Chekhov, and a collection of essays by other writers. The book is well illustrated with photographs and drawings, and includes a useful bibliography.

Children's literature

## Inside the labyrinth

Neil Philip

Wings for Icarus. By Hans Mann.  
Dent £9.95. 460 06918 7.

The Lily and the Bull. By Moyra Caldecott.  
Rex Collings £4.95. 86036 067 9.

Young Man of Morning. By Kenneth Lillington.  
Faber £4.50. 571 11421 0.

Crows in a Winter Landscape. By Colin McLaren.  
Rex Collings £4.95. 86036 114 4.

The Yonderley Boy. By Brian Morse.  
Clover and Blair £4.25. 906881 01 4.

The minotaur, part man, part beast, part god, lurking in the shadows of a crumbling maze, image of the mind of the archetypal artist, Daedalus, is a potent symbol of the creative and the destructive, and the story of the labyrinth is a story of the human condition.

It is a story of the human condition, of the struggle between the creative and the destructive, of the search for meaning in a world of chaos. The labyrinth is a metaphor for the human condition, and the story of the labyrinth is a story of the human condition.

## A matter of course

W. E. Marsden on geography

Curriculum Planning in Geography.  
By W. E. Marsden.  
Educational £3.50.

This book is a guide to curriculum planning in geography. It is written by W. E. Marsden, a leading authority on geography. The book is divided into three parts: the first part covers the theory of curriculum planning, the second part covers the practice of curriculum planning, and the third part covers the evaluation of curriculum planning.

The book is well illustrated with charts and graphs, and includes a useful bibliography. It is a valuable resource for teachers and curriculum planners.

**Animals in focus**  
Wild, Wild World of Animals series.  
The Cat.  
By Eleanor Graves and Time-Life.  
Time-Life Books £3.95 each.

This book is part of a series of books about animals. It is written by Eleanor Graves and Time-Life. The book is well illustrated with photographs and drawings, and includes a useful bibliography.

is skillfully conveyed, and despite some uncertainties of tone (for instance the arch final paragraph) the book reflects in its own merits the strength of the story it tells.

Colin McLaren's *Crows in a Winter Landscape*, a powerful violent novel about a band of mercenaries in fourteenth-century Bohemia, takes a less well-known period and makes little attempt to locate itself very precisely in time or space. It is not a badly written novel, but it is an unpleasant one. It is a novel full of brutalities, both large and small, related in a tone which tries to be matter-of-fact and ends up simply callous. The narrative is relentless in its concentration, in incident and imagery, on physical violence, maiming, torture, and the story lurches from one "message" and his story are one.

Moyra Caldecott is obviously sincere in her attempt to preach a mystical religion of "Wholeness and Oneness", but both *The Lily and the Bull* and her *Sacred Stories* are as dull as all theosophical tracts. Her beliefs are not left implicit, to be inferred by the reader, but tirelessly reiterated, in language which impresses by its earnestness but not by its delicacy. The mysticism is given no sheet characters or the setting, and hence seems over-blown and irrelevant, disconnected with the concerns of real life. Baumann's mysteries are unspoken, but embodied in his characters' relationships, and in the fierce inevitability of their story.

*Young Man of Morning* is also set in the classical world, and centres round the battle of Thermopylae. Although the writing recalls Mary Ray and Mary Renault, Kenneth Lillington has gifts of his own which make the book far from the conventional, which is a pity. The historical novel, which is a genre of the past, is a genre of the past. The historical novel is a genre of the past.

There is a need to sharpen the focus to consider such specific questions as the use of language in the geography lesson, still to be addressed with real expertise; the generation of more sophisticated record keeping and assessment techniques, grossly neglected by many geographical educationists (though not, overall, by Professor Graves). Above all there is the problem of diffusing the excellent ideas found in such texts as Graves' through a much larger number of schools, bearing in mind the complexities of the packages being dispensed and the constraints facing teachers in the 1980s to which the author alludes in his final pages. Perhaps he will further engage his unruly range of experience and scholarly talents in some of these issues.

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## Hitting the target

F. W. Kellaway on mathematics

New Comprehensive Mathematics for O Level. By A. Green.  
Stanley Thornes £4.75. 85950 412 3.

Revision and Practice in Mathematics. By R. L. Bolt.  
Edward Arnold £1.40. 7131 0335 3.

Basic Mathematics: Revision and Practice. By R. Elvin, A. Ledsham and C. Oliver.  
Oxford University Press £2.50 19 914072 3.

Revision Aids to Leaving Certificate Mathematics. By John Shortt.  
Hillson Ltd., Ballymount Road, Walskinstown, Dublin 12. £1.32.

Revision is the keyword for each work in this collection. Mr Green writes that his book "is intended to be used as a revision course for those students seeking an O level qualification. . . I have included revision material on Fractions and Decimals in response to many requests".

There is wisdom here, for there can be little doubt about the need to build a sound understanding of mathematics upon a basic fundamental structure. Quite senior pupils, for instance, can be handicapped in the evaluation of earlier weaknesses in algebra. They fall, for example, with an integral because they do not understand the basic array of exercises. The authors have aimed to "provide ample practice in the mathematical techniques normally required by middle ability pupils", and all the work appropriate to a CSE course is included.

Mr Shortt divides his book into three parts. The first breaks the course into 16 sections, for each of which there are definitions and formulae followed by typical examination questions. The second part contains the proofs of the required geometry theorems, and then there are model answers to the questions of part one.

All these books have a clear and not dissimilar target and all hit that target dead centre.

UKA

United Kingdom  
Reading Association

The purpose of the Association is to:

- Encourage the study of reading problems at all educational levels;
- Stimulate and promote research in reading;
- Study and discuss factors which influence progress in reading;
- Publish the results of pertinent and significant investigations on reading practices;
- Assist in the development of teacher training programmes;
- Act as a clearing-house for information relating to reading;
- Disseminate knowledge helpful in the solution of problems relating to reading;
- Sponsor conferences, and meetings planned to implement the purpose of the Association.

**JOURNALS**  
Reading—A journal for the study and improvement of reading and related skills—the official organ of the Association—is published three times a year.

**Books in School**—A journal produced jointly by UKA and Edge Hill College of Higher Education providing reviews and readable ratings of new British publications for schools; two issues per year.

**Reading Education-UK**—A journal concerned with the improvement of initial and in-service courses in reading and related areas; one per issue per year.

**Journal of Research in Reading**—Published twice per year and principally devoted to reports of empirical studies in reading and related fields.

**NEWSLETTER**  
Three times a year—informs members of local Association

smaller books would not have a greater appeal, on financial grounds at least. Nearly 500 large pages for less than £5 may not be expensive in today's market, and Mr Green is most thorough in the exposition of his text, and lavish with illustrative examples and sets of exercises. There are also many diagrams, full answers end an index.

The quality of this work, which is derivative from the author's well-known *Complete O Level Mathematics* is evident throughout. Even so, larger sales can be envisaged for Mr Bolt's offering. In 90 smaller pages, with answers in a separate publication, he briefly covers much the same ground. Only the tersest of introductions is provided to each set of exercises, which are arranged in appropriate topics. But there are enough questions to serve their purpose, even if not so many, or so well guided into different levels of difficulty as in the larger book.

The other two works are also commendable. One is directed towards examinations in England and Wales, the other to the Leaving Certificate in Ireland. The latter title is, again, lavishly, with theory mainly explained through fully worked solutions to model questions. Sets of definitions or rules for procedure also precede the vast array of exercises. The authors have aimed to "provide ample practice in the mathematical techniques normally required by middle ability pupils", and all the work appropriate to a CSE course is included.

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## resources

## Picture disc

CHRISTOPHER GRIFFIN-BEALE looks at the videodisc and its relevance to education

Although the market for home video equipment has been expanding in the past couple of years, after several false dawns in the 1970s, many people expect the real breakthrough will come with videodiscs, which should arrive in the United Kingdom next year—Europe's first videodisc pressing plant is presently gearing up in Blackburn.

As education is a fairly insignificant market for manufacturers when developing new technology, it has to make the best use it can of equipment initially designed for the domestic market. It can, however, as with the latest videocassette systems, reap the benefit of lower costs than were feasible when manufacturers paid more attention to the educational and institutional market.

Videodiscs offer superior hi-fi sound compared with domestic videocassettes, whereas slow and economical tape speeds seriously compromise audio quality. But what over the system, the crucial characteristic of videodiscs is that you can only replay them, not record on them. For this reason cassette is needed in predicting the discs value to education.

As a source of pre-recorded material, videodiscs should be cheaper, since they can be mass-produced much more efficiently, simply by pressing discs. Duplicating videocassettes involves not merely the cost of tape and cassette, but also the cost of a master tape on to a bank of recorders. In the US, a complete recent movie such as *Saturday Night Fever* is available on Philips videodisc for from \$20 to \$24 (about £12), whereas comparable movies on cassette can cost £40. At under £400 in the US, the disc player is also much cheaper than a VCR machine on either side of

the Atlantic (ILEA's £445 price for its VHS machines is an exceptional one-off deal).

However, the low costs of videodiscs depend upon mass production and conceal a high cost in making a master disc. Smaller runs are less economic, whereas with videocassettes the cost of replication is high but constant. Education will inevitably require comparatively small runs of material, so that the crucial question is: what is the cost of mastering a disc and what is the minimum economic number of copies? At the moment the technology is too young for any manufacturer to hazard a guess, and it is highly unlikely that even an institution as big as the ILEA, with its own videocassette duplication facility, could ever invest in its own disc pressing plant.

Out of a plethora of incompatible videodisc systems already developed, two rivals are nearest to the market place, Philips' VLP (Video Long Play) and RCA's SelectaVision.

Philips, in association with MCA, launched its system on a trial basis in Atlanta, Georgia in November 1978, extending later to Seattle. Great demand has been reported for the small supply of players and discs, but the system has not yet been on sale elsewhere in the United States. It is Philips, however, which is establishing the Blackburn plant and promises the first European videodisc launch, in the United Kingdom, in the first half of next year. Meanwhile, RCA has announced it will be selling its own system across the United States in the first quarter of 1981.

Before the war, Baird developed the first, unsuccessful "videodisc", using existing 78 rpm technology to capture his low-definition "tele-

vision picture. But as the volume of electronic information in a modern colour television picture exceeds the capacity of existing microgroove audiolite systems, new solutions are needed. Since the need for high-volume storage is similar, the technology of videodiscs can be adapted to produce super hi-fi digital audiolite.

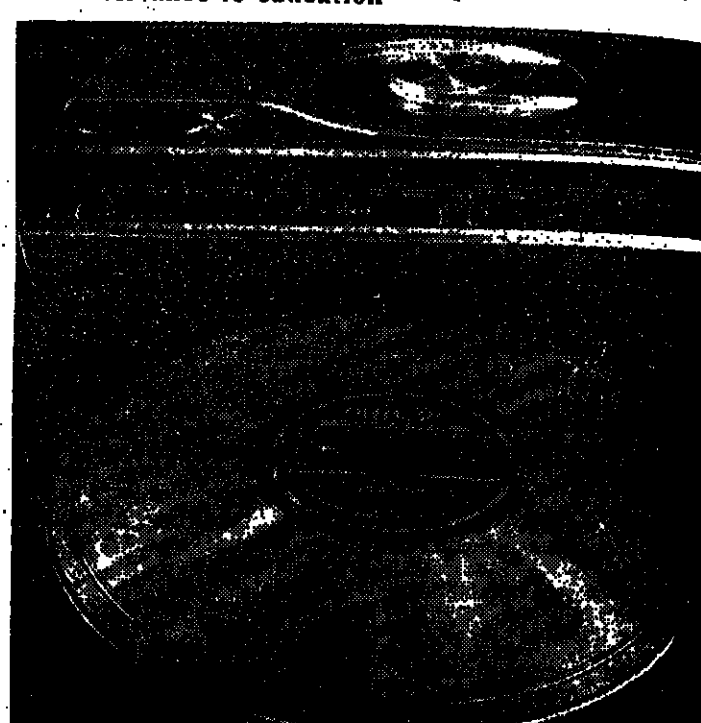
In the Philips optical system, the video and audio information is stored as pits just beneath the disc's surface. The player reads the information optically by bouncing a laser beam off the underside of the disc as it rotates, and registering the deflections caused by the pits.

In the RCA disc system a stylus traverses a spiral groove, as in a conventional disc, but this contact is used only to regulate the system's tracking.

The actual information is coded as pits on the surface of the disc, which is made of conductive material, and the stylus reads the information by capacitance, sensing the changing strength of current as it passes over the pits.

Since the information on the Philips disc is below the surface and the laser beam is focused beyond that surface on to the pits, the VLP videodisc is impervious to superficial marks or dust on the surface. The RCA disc, however, needs such careful handling that it is provided with a special sleeve from which the player can automatically transfer it.

RCA, however, claims that its SelectaVision players and discs will be cheaper, since the discs can be pressed with existing equipment by simply loading the presses with conductive PVC. Moreover the RCA player incorporates laser technology. Philips' disc players need an expensive laser and the pressing



The Philips videodisc player with videodisc in the foreground.

process is extremely sensitive. Indeed problems with this new process and the unexpected rate of rejects, is reported to have accounted for much of the increase in Philips' disc prices. On the other hand, reliance on conventional pressing techniques may not be such an advantage. As Adrian Hope argues in *New Society* recently, the disc manufacturers have an appalling track record in pressing conventional records and will need to exercise, he estimated, 100 times greater skill in pressing videodiscs.

Educational users may be particularly interested—provided replication costs are favourable—in whether particular systems can offer slow-motion or still frame. Although slow-motion, or fast-motion with visible pictures for searching and locating sequences, is slowly becoming available on some VCR machines, it can quickly wear out the videotape.

The Philips videodisc system offers both these facilities. For educational and home instructional discs, a fast speed of 1,500 revolutions per minute limits the playing time per side to 30 minutes but means that one revolution equals one TV frame, which makes still-framing or slow and fast motion technically easy to accomplish. For entertainment discs where such options are superfluous but economy important, Philips offers an alternative version of disc, crumpling an hour onto a side by increasing the speed of rotation as the laser beam moves inwards. This

maximizes the use of the disc face, so more information can usually be stored in one side of the outer rim of the disc than nearer the centre. The Philips player can handle both versions of the disc interchangeably.

RCA offers a single disc which is economical for each user but would require the use of some kind of expensive device to allow slow-motion or frame advance.

Assessing the relative merits of these two rival systems is difficult, but some points are attributable to each. Philips' disc is also—planning its entry into the consumer electronics—IBM has just signed with CBS. What affect the system's individual prospects is the wealth of pre-recorded material available on each disc, the advantage of Philips' association with MCA which markets its discs and has access to the Universal Studios archive of titles.

If one tries to imagine how would be if some audio discs were only playable on some Sony players, it is easy to see how serious competition between compatible systems could mine commercial prospects in videodiscs in general. (At least videodiscs, in competition with videocassettes, are not yet a serious market.)

It can therefore only further fuse the market, and any

by Nick...

## Beneath the gimmickry

How To Study. £5.95. Get That Job £4.99.

Encyclopaedia Britannica International Ltd. Macclesfield, Cheshire. 155/22.

Most of the advice is intelligent common sense, authoritatively and systematically presented with a real feeling of sympathy for people's problems. Plan your time, both over the long and short term, to get the most out of your study.

Get That Job is more broad-based in approach, and aimed at school leavers with a few years' experience. It provides a whole range of job-hunting techniques, from the basic to the advanced. Your Brain Book

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continued from previous page

readers—that there are actually several more potential systems, and the dormant Teldec format, demonstrated and launched a decade ago and unlikely to make a comeback.

JVC's Video High Density (VHD) system operates, like RCA's SelectaVision, on capacitance between stylus and conductive disc. But unlike RCA, the disc is grooved and the stylus is guided electronically by a control track of pits alongside the information track. It spirals across the disc. The technology is expensive, but it does enable stylus and disc wear—there is no physical contact—and makes variable speed much easier. Some observers anticipate some kind of cooperation between RCA and JVC, but while there is no such agreement, JVC's marketing plan, through a sister company Panaflex (Matsushita) has just abandoned its own Visc system in favour of the VHD system.

Finally, the French company Compagnie CSF has demonstrated the system, offering still-frame advance and the other features of educational and institutional use. Like Philips' VLP, it uses a stylus to read the information, but the laser beam is directed through the disc to the side, rather than reflected back to the disc as in the Philips system.

The challenge of presenting a comprehensive geography of London would daunt most professional media producers, so its acceptance by a group of Newham teachers must earn our admiration. The degree of their success is highly creditable, and the quoted price must make this geography pack the bargain of the year.

The presentation is based on 97 colour filmstrip frames, structured and focused through three simplifying assumptions. First, the historical perspective is compressed

## Metropolitan views

by M. J. Clarke

A Geography of London, Newham geography pack 9. Three filmstrips, tapes and notes, produced by Tony Saunders and Gerry Walsh. Available from Newham Geography Teachers' Centre, New City County Primary School, New City Road, London E13 9PY. £7.50, including postage.



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## Forces of the moment

by Raymond Walker

Physics in the Modern World. Vectors and Moments £3.00. Electrostatics £3.00. Compiled and edited by Antony MCB. Collier. Nicholas Hunter Publications, Mutton Yard, 46 Richmond Road, Oxford OX1 2JT.

This series covers modern applications of physical principles. The copious notes are generally well written, and provide the teacher with far more information than he would wish to use. The seven units of 12 slides are not inter-related although two of the topics span two units (24 slides). Slides and notes are packaged in a transparent plastic wallet, which incidentally is prone to tearing along the welds.

Unit one, "Vectors and Moments", covers force as a vector, looks briefly at centre of gravity, and then takes moments in everyday situations from a discussion of the turning effect of a force.

A composite photograph of a test car under impact relates force to the rate of change of momentum as the opening statement. This seems a strange choice of introduction since a definition of momentum is needed first, and it is an abstract concept for school levels. It would have been helpful to give a linking frame between this one and the

so that development is conceived mainly within the framework of the past 100 years or so. This decision appears justified in that it permits concentration on aspects with visible evidence in the present map and landscape.

Second, although both form and function receive ample attention, the viewpoint is almost exclusively introspective. We see a Londoner's London, with the world substantially bounded by the end of the commuter railways.

In spite of token pictures of docks, major industries and inter-city trains, the national and international roles of London are underplayed for the most part—a constraint acceptable only if it is made quite clear to the teacher.

Thirdly, spatial and conceptual simplification is achieved through the exclusive use of the Burgess concentric zone model applied to a sector running North-eastwards into Essex. In this case, the limitations of the coverage are clearly



association. The discussion of tractors seems wholly irrelevant to this slide set. A dramatic slide of a plane in flight, with one of two engines stalled, is linked with ONC/A-level theory which might have been better studied with a plan elevation view. However, the picture of the artificial arm provides a startling example of moments and levers with a valuable technological application.

Unit two, "Electrostatics", is a second example of vector forces in action. It is shown by a slide of the classic tug and ship model, but it is a pity that the useful inset vector diagram does not include a reference outline of the ship's position and the diagram's orientation does not relate to the photograph. The notes make no reference to the "R" on the diagram meaning "resultant".

An example of a cantilever bridge again gives an example of balancing forces, but unfortunately the viewpoint is oblique, and the background buildings distracting. The extra information provided by the notes requires visual explanation, an overlay could have added force arrows.

The familiar tilted bus test opens the discussion on centre of gravity and moments. The explanation is thorough but pedantic. The presence of two tilt-angle indicator boards showing the different slopes of platform and bus may cause confusion to some students.

If this unit is intended as the basis of a smooth running lecture/lesson, the lead in to moments needs more explanation. Moments are introduced by comparing two half frame photographs of a high level cantilever crane and a transcription pick-up arm. Sadly, they are photographed from different angles, which slows down the visual



discussed, and the chosen framework appears to provide both comprehensive and representative treatment of visually convincing examples.

The choice of pictures is admirable with a varied selection of scales and angles, and the technical quality is adequate. The accompanying notes are extremely effective, being both well researched and well written. Suggestions for pre-activity and follow-up work are provided. There is no statement of intended ability range, though both the language and concept imply something like a minimum age of 15 years with at least average ability. If the material is to be used in its entirety,

The recorded cassette tapes, which offer a spoken version of the notes, are the weakest element in the pack. Text which is ideal for teachers to read becomes far less effective for an audio commentary, and the most basic requirement of slide design, that the actual picture subject should be established in the opening sentences for each frame, leaving amplification, until after the audience has been told what it is looking at.

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## resources

## Tales for apprentice vampires

by Graham Patterson

Dracula. Seventy-four minute cassette, Zeus 570, £3.95 plus VAT. Zeus Recording Co Ltd, 52 Montagu Square, London W1.

A new cassette from the Zeus Recording Company adds to the current adaptation of Bram Stoker's classic novel by Zoula Benalla. In 74 minutes she includes as many blood-curdling details as she can, and students of the vampiric will be pleased by its faithfulness to the original.

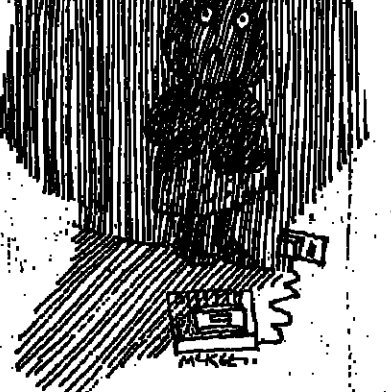
The racy presentation is exciting, if one can keep up with it; the device of telling the story by extracts from letters and journals is dangerously confusing on tape, some of the entries are only 10 seconds long. Breathing space between items would be welcome. After Miss Lucy's death at the end of side one, it is a relief to need time to turn the cassette over.

Zeus have assembled a strong cast. Jon Forwood, playing all the male characters, is excellent as Jonathan Harker and Dr Seward, and the Count's echoing, icy tones are appropriately chilling. The American and Dutch accents of Miss Morris and Professor van Helsing were less convincing, and their credibility suffered. (Could not the load be spread around the sadly under-employed acting profession a little?)

Judy Alice Liebert, who plays Miss Lucy, is consistently the most convincing Zoula Benalla, with an accent as thick as the clothing blood on her own around an exotic though not always intelligible Miss Lucy. And why does Miss Lucy have a more pronounced continental accent than her mother—or even than Count Dracula?

Sound effects figure strongly throughout and aim to intensify the terror of crucial moments in the story, but Maggie Nicols' virtuoso vocal impressions of bats and wolves and things that go "snarrrr" on top of the night, are very effective. They scream forth exactly as the appropriate words are being spoken, and in at least three instances, completely obliterate the text. The simpler devices are more successful: an echo for the Count's voice, and a photograph of surface noise for Dr Seward's diary.

Dracula is a strong story, and though it loses some of its repellence in this adaptation, there is still enough excitement and bloody description to make it appealing to Stoker disciples and apprentice vampires alike.



## Resources

## organisation

An "Annotated bibliography on educational resource organization and related topics" has been compiled by Rosemary Radford and published and distributed by the Council for Educational Technology. Chapter headings include "Basic reading"; "Case studies"; "Organization: Specific problems"; and "Related educational areas". Council for Educational Technology, 3 Devonshire Street, London W1N 2BA. (ISBN: 0 902204 99 8.)

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One of the sets of photographs  
included in the "Lam-  
da" study, a pack pub-  
lished by the Centre for World  
Studies, 100, The Quadrant, London  
W1. The pack is  
designed for use in secondary  
schools, and is a half million  
employed, after all.

## CAT study

The National Computing Centre has started a study of computer assisted training. The study will include investigations into computing, software, training methods and CAT packages. It will be conducted by Dr Graham Beech, who recently joined NCC from Wolverhampton Polytechnic.

## Adult possibilities

Using Broadcasts with Adults has been completely re-written by Jenny Rogers, author of the successful *Adults Learning*. The booklet explores ways in which broadcast material can best be used. It is divided into three parts: Possibilities and problems, How to use broadcasts, and Technicalities.

## Film-making

A new range of polyester film, which can be used for making overhead projector transparencies on most plain paper photo-copies, is available from Gordon Audio Visual. Called Dia X-150, the film is claimed to be heat-stable for running through many of the most popular of today's plain paper copiers.

The film is supplied in A4 size in boxes of 300 sheets. There are, say the company "attractive discounts for quantity". Further information from the Reprographics Division, Gordon Audio Visual Ltd., 28/30 Market Place, Oxford Circus, London W1N 2BA.



## resources

## One generation's sci-fi

by Frank Anstis

Man and Space is the latest in a series of soundfilmstrips in the Issues for Troubled Times Series.

The Media Production Company Two-part set, £14.95.

Man and Space is the latest in a series of soundfilmstrips in the Issues for Troubled Times Series. Produced for pupils aged between 12 and 18 years, each set contains two half-hour filmstrips, two cassette tapes with commentary, and a teacher's booklet.



The aim of the series is to stimulate discussion on important social issues by presenting information from various viewpoints. By accepting the limitations of the audio-visual method, and by boldly tackling controversial issues, the authors have created a series which provides an exciting and extremely useful starting point for classroom discussion.

The new soundfilmstrip has less to do with the details of space exploration than might be supposed from its title, and is more concerned with the manner in which attitudes to the exploration of space are reflected in the science fiction of the 1950s.

Starting in the last years of the nineteenth century, the story discusses our present involvement in planetary exploration and considers the possibility that man's innate desire for mastery may one day

compel him to undertake a journey to the stars.

Part 1 begins by suggesting that the emergence of technology as a powerful influence in daily life may be linked with the arrival of science fiction as an identifiable genre. Similarly, the failure of late Victorian optimism to survive the horrors of two world wars, the chaos of the great depression and the advent of nuclear weaponry is shown to have brought about changes in social attitudes which have parallels in science fiction. This story is traced from H. G. Wells' *War of the Worlds*, through Buck Rogers and Flash Gordon, to the evil invading monsters from outer space portrayed in the science fiction of the 1950s.

Part 2 begins with John F. Kennedy's "Together let us explore the stars" speech, and compares it with the fictional voyages of *Starship Enterprise*. Harmless space-power rivalry over lunar exploration took on a more alarming aspect with the development of the Cuban Missile crisis, but this in its turn was followed by increasing friendliness between the nuclear powers. Perhaps it was no coincidence that the growing confidence of political and economic reality was reflected in the equally reassuring message from 2001—*A Space Odyssey*.

The series is advertised as suitable for a wide range of secondary children, and both visual material and narration will certainly appeal to younger pupils.



## From Strand to Suez

by James Bromwich

British History 1901-56. By D. Price. Studytapes, EP Group, Broadford Road, East Ardsley, Wakefield WF3 2JN. £11.50. Extra booklets, £1.50 each.

This tape set on British history in the first half of the twentieth century is a well constructed and useful educational tool, especially for the stated O level student audience, although it could also be of value to the A level candidate. The two cassettes provide about two hours of talk interlarded with quotations, and are accompanied by a booklet.

The studytapes rightly advocate an active approach to learning by the student. Certainly, an excellent start to the set helps promote such involvement. A photograph of the Strand in the early 1900s in the booklet is used to provide a starting point for a stimulating description of social conditions at the beginning of the period, providing a natural preface to the first topic: Chamberlain and Tariff Reform. Although the plates are never again used in this way, reference is made both to the booklet and to other sources, without ever undermining continuity.

Virtually all the major topics of any O level course covering this period are dealt with up to the Suez crisis, including a postscript to the Macmillan era. A thematic link is provided by social and economic change, both in terms of the overall rise in the standard of living and as a constant problem for successive governments. This has not prevented adequate and careful descriptions of the Irish problem up to 1922, appeasement, decolonization, and so on. The crises of the two world wars are fully covered from the British angle, but the wars themselves are summarized briefly, emphasizing the political and social consequences. The student is wisely referred to other sources for the military course of events.

The set is marked by the attention of the author, Denis Price, to detail and structure. A nice balance is drawn between the numbered treatment of topics in the booklet, deliberately done to help essay organization, and the integrated nar-

native of the tapes. School maintain continuity; the pre-1914 era as a European phenomenon is used to help Edwardian material together and explain the move to war.

Some aspects can be criticised, although merely all of them relatively minor. Clearly a conscious choice was made to deal with the career of a whole generation of the 1951-55 Government. This has the advantage of together a number of issues, but it is dubious to claim the last part of the tape "by no means as a climax".

The assertion that Lloyd George's Ministry of Reconstruction was "most useful" work of his war coalition Government, rather than the most interesting, is also surprising. Lytton's views on devaluation are approved for their recognition of the need for independence, but his lack of understanding that people do not self-govern as a right, but as a result of their so-called civilization, is not pointed out. Contemporary Hitler and his deathwish with France and his barefaced touch on the

Women's rights are treated as a Suffragette issue, with reference to Mrs. Pankhurst and her daughter Sylvia. Pankhurst's socially oriented work, although important, is not the only impact of war work not covered. But in total the criticism amounts to little more than that the set and interpretation are conservative. The quotations are well chosen and not exaggerated, even in the case of Lloyd George's speech. Perhaps future sets might include more excerpts and consider female readers when possible.

The value of these tapes is only in the classroom, where excerpts could be used through a course and the set as a whole revision, but also as a resource. Clearly aimed at education and the adult market, where its nature appears well, would have a special appeal should be stocked in public libraries and confidently recommended by college lecturers in this field.

## Calculated offerings

Commodore Business Machines offering two of its calculators reduced prices to schools.

Two models for 1983 schools are the model basic mathematical calculator, the EC525, an electronic liquid crystal model with design and bigger keys, in addition to basic functions, a per cent and percentage key, a memory with addition and subtraction, root and change sign, automatic constant. It costs (excluding VAT) instead of the recommended retail price of £12.95.

The P50 is the complete reduction to programmable calculator. Its scientific functions include log and trig, degree/radian/grad mode, array of power keys, and a memory with exchange steps.

The special offer price is (excluding VAT) instead of the normal £12.13 (excluding VAT). Further information from Commodore Business Machines, Leigh Road, Slough, Berkshire.

UH and Gahl. By Geoff. Longman 40p. 582 21522 6

UH and Gahl is the type of book that is commonly used in the classroom. It is not a specific course, but it is a comprehensive record of a year's work. It is a book that is used by teachers and pupils alike. It is a book that is used by teachers and pupils alike. It is a book that is used by teachers and pupils alike.

## Armchair driving

by Frances Farrer

The Jackie Stewart Road Show. 4 Radiovision. Mondays 9.35.

Like all physically coordinating activities, seems best learned by doing. It is hard to imagine a conscientious adult driver who would relish the thought of programmes of traffic theory and the Jackie Stewart Road Show is intended for 16-year-olds.

The intentions are very good: to supplement driving lessons with sensible talk about safety, to provide an opportunity for older road users, heavy and pot-possibly too heavy, to be made aware of the need for a more positive reaction to the topic of physical fitness. Jackie Stewart is very convincing. He can see, think or respond to what you are in poor physical condition, he says. He mentions the effect of emotional attitudes on driving. The extent of his own will and discipline are strengths, as are these remarks.

Programme 3, "Reading the Road", is the only one accompanied by a filmstrip. It is concerned with how to participate in the driving behaviour of everybody else: the child who prances off the



from the Teacher's Notes for "Traffic Education"

## Sentencing to service

Out. Released by the Middlesex Probation and After-Care Service. Colour-sound, 45mins. Available from Central Film Library, Bromley, Acton, London, W3. Price at £7.50.

Thoughtful Community Service. The hell's this? Jimmy. One of the Community Service's successes, looks back at the first sentencing, with it.

One of the general public are very important of what the Community Service is. It is a very well organized film which should be as much as a teaching tool for older students to the workings of the legal system. One of the more imaginative features of the film is the past tense of the service to the community. It is a film that is used by teachers and pupils alike. It is a film that is used by teachers and pupils alike.

Thames

## Breakneck debate

by Nick Thomas

White Light, Thames Television, Weds, 4.45-5.15, Thurs, 5.15-5.45.

White Light is television's latest attempt to respond to youth culture. It is rather more responsive than earlier versions, more genuinely in touch with what teenagers are actually doing, but still unmistakably a simulation job rather than the real thing. It uses a double-decker sandwich format: a rising new band at either end, enclosing ultra-short snippets of news and reviews, with the centre of the sandwich occupied by a discussion of some youth issue.

This week the issue was education. Under the tuition of an authoritative tousle-haired person who represents everybody's favourite teacher (the other main presenter being a charming and relaxed young post-punk), members of the studio audience engaged in a very strange discussion. It appeared to be either scripted, or very neatly cut; so that an instant one contribution finished, one and only one new person started speaking. Everyone talked at breakneck speed anyway, which

made the conversation quite hard to follow for the over-30s.

The issues "covered"—in about five minutes each—were exams versus continuous assessment; and the curriculum. Is it too academic, rather than about "real life"? Is it not academic enough, keeping working-class children out of further education? We did not really have time to think about this before being whizzed over to the expert panel. A lady from the Schools Council tried to reconcile opposing positions; and an ex-NUSS organizer said he felt one's teens were a bad time to be at school anyway, and people should be allowed to go to work then and back into education later.

The whole thing was breathless in the extreme. White Light has a great deal of energy, and is obviously a considerable fun for the people making it. It is clearly true that young minds do move faster than older ones. But the overall impression was of a number of tiny tastes of interesting dishes; and the main question, as so often in the other three programmes, seems just to grow rather than to be elaborately constructed, was—what exactly is all this for?

## Factory foxes

Wildlife in the City. Radiovision, March 5th (2.45-3.00 pm).

Urban wildlife is not a grand term for the occasional sparrow or rat scuttling around house, garden or factory. Kestrels regularly nest on BBC buildings in central London and foxes can be found easily in the city if you just look for them. According to Peter Ward, producer of the delightful radiovision programme called *Wildlife in the City*, the radio component of which is going out on March 5. The programme is part of a four-part unit in the "Nature" series entitled "Nature in the Town".

The filmstrip intersperses shots of urban landscapes, waste ground and single buildings (location work was done in Birmingham) with pictures of individual animals, birds and plants, and some artwork. The commentary is a mixture of factual information, poetry and the comments of Nicholas, a 13-year-old boy whose pastime is noting and collecting wildlife, who has become something of an authority on his Birmingham wildlife scene. There

is a strong anti-pollution theme. The last comment is: "And if we continue to make our towns cleaner—with less pollution we should see more wildlife in the city."

The filmstrip and commentary could be used in a wide variety of subject areas, but the teachers' notes make them in particular a springboard for science: there is a large section on science activity follow-up suggestions by Sean Carson. Supporting material is available from a number of sources: teachers' and pupils' notes and a very attractive colourful booklet (price 22p) to accompany the whole. Nature series from the BBC, which are sold from the National Conservancy Council (at £1.50 each); and information sheets from the Wildlife Youth Service "at very low cost". Other programmes—all radio only—in the unit are *Maggies and Tugs* (March 12), *Park Lake* (March 19) and *Eastertide* (March 26).

The filmstrip, *Wildlife in the City*, plus a free copy of radiovision notes, costs £4.00 (exclusive of VAT) and can be ordered at any time of the school year from: BBC Publications, School Order Section, 144-152, Brompton Road, London SW1 5TH.

Cecelyn O'Grady

by Victoria Neumark

## media

## Briefings

Radio and tv

OU and general interest

Food Retailing. (Saturday, 13.55, Sunday, 16.50 BBC2)

The first of two Open University programmes examining market power in the retail food trade. The course "Business Economics" looks at how the economic environment influences business decisions and is, in turn, affected by them. *Over to Youth*. (Thursday, 23.00 VHF4)

A series for those working with young people features teenagers giving their own views, hopes and fears on work, school, sex, drugs and marriage.

*The Great Grange Hill Debate* (Tuesday, 17.10 BBC1)

Children love it. Many parents and teachers hate it. Is Grange Hill true to life? Parents and children discuss the series.

For schools

Biology (Monday, 9.30 BBC 1)

Thirteen to 16-year-olds study the use of land from historical times until the present day. How can we preserve the countryside? *Finding Out* (Monday, 9.47, Wednesday, 11.16 ITV)

Seven to nine-year-olds end their trip around Europe with a look at Germany. The three programmes begin with a day in the life of a suburban seven-year-old and her family.

*Communicate* (Monday, 9.52, Wednesday, 14.40 BBC 1)

"Notes for a trial" demonstrates the techniques involved in good note-taking. For 13 to 16-year-olds. *Making a Living* (Monday, 11.39 ITV)

How important is success, money and status? Should wealth be distributed more evenly? The over 14s are challenged to examine carefully the jobs they will choose. *Advanced Studies: English* (Wednesday, 9.50 VHF 4)

A unit of four programmes on the nineteenth century novel written and presented by Marguerite Laski. This week she looks at the art of story-telling and its development in the nineteenth century. *Books, Plays, Poems* (Wednesday, 14.20 VHF4)

Fourteen to 18-year-olds embark on a four-week study of Shakespeare's "A Midsummer Night's Dream". *Nature* (Wednesday, 14.40 VHF4)

"Nature in town" begins with a radiovision programme "Wildlife in the city". (See review on this page.)



From Park Lake in the "Nature" series.

*Twentieth Century History* (Thursday, 8.00 BBC1)

"The Road to Berlin" traces the progress of the Second World War from German successes in Russia in 1941 to the final surrender in 1945. For 14 to 17-year-olds. *Look Around* (Thursday, 10.05 ITV)

Eight to 12-year-olds compare the feeding habits of domestic animals with the feeding cycles of animal predators. Shows how the balance of nature can be upset by modern farming.

## Gospel versus apartheid

A new study pack on South Africa, Namibia and Rhodesia (Zimbabwe) has been produced by Christian Aid, the Catholic Fund for Overseas Development, and the Catholic Institute for International Relations.

The pack was produced in association with many of the major denominations. A key document, *Our Christian Aid*, is "The Gospel's Challenge" with a foreword by Archbishop Desmond Tutu. It is written by Rev. John David, Principal of the College of the Ascension, St. Olave, Birmingham, and is a former chaplain at the University of Cape Town, South Africa. This paper seeks to set the fundamental challenge to apartheid, posed by the Gospel.

The materials include a series of booklets providing basic historical surveys of South Africa, Namibia and Rhodesia (Zimbabwe), a series of photographic fact-sheets telling individual stories of the people of these countries. The booklets provide a basic historical survey of South Africa, Namibia and Rhodesia (Zimbabwe), a series of photographic fact-sheets telling individual stories of the people of these countries.

Further information from Ivan Berg Associates, 35, Broad Street, Garden, Hampstead, London NW6 3QY.

## The balloon goes up

by D. Burch

Cheap, localized, aerial photography is a practical possibility that I discovered accidentally about a year ago. Looking out of my window I noticed a helium balloon slung with a boom carrying two cameras: one video, the other taking 16mm film. The video camera was used as a viewfinder, and photographs were lined up and taken by radio control. It struck me that schools could make great use of photographic and video recordings, centred on their area.

We contracted to take some trial shots of Nottingham to see what the demand would be from schools. These photographs were not in

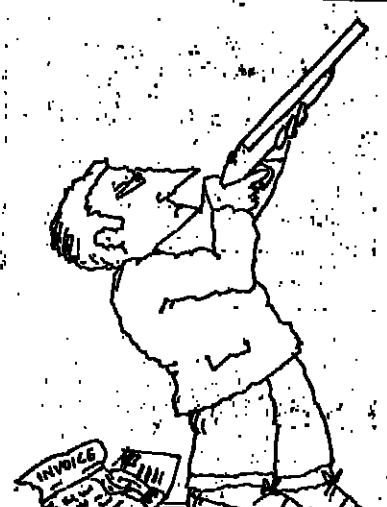
200ft, the pictures were localized. For a school wishing to study its immediate environment this was quite acceptable, and a number of schools, from infants to comprehensives, took advantage of the possibility of having their own environment photographed from the air.

Local studies, geography, and mathematics are obvious curriculum areas which could then benefit from using such material; and there are also possibilities for the historian and scientist. Urban and local trails could take on a new dimension viewed from this perspective, particularly if such pictures are linked with middle height views from perhaps a block of flats or a church tower and, of course, from the ground. Such comparisons can help children to see clearly the relationships between buildings and natural features which they pass every day.

Because of the immediacy of this aerial photography, the material is much more relevant than in ordinary aerial photography. The language and discussion potential of the material is therefore enormous.

Video-tapes have also been taken that show children gathered round the balloon and aerial shots, giving an impression of being transported from the ground to the air. Children's imaginations are particularly taken by this part of the exercise.

The aerial facility has also been used by "Planning for Real", a Department of the Environment project intended to give tenants, residents and others a voice in how areas are redeveloped. It has been invaluable for schools working on environmental themes. This has given both children and adults an over-view of their area which has



enabled them to think and plan from a picture of the whole area, rather than from piecemeal ground-level views.

During 1980 the balloon/aerial photographic service for schools will be available throughout England and Wales. At a cost of £75 the balloon team can visit a school for one session, which includes a talk about balloon and aerial photography. A comprehensive colour display is made from the air and from the ground, as well as still photographs in colour and black and white. A teacher's booklet gives suggestions for follow-up work. A group of schools using the balloon team will be in a particular neighbourhood could build up a comprehensive aerial record at a minimal cost.

Further information can be obtained from Balloon Surveys, 47 Chichester Road, Ewell, Surrey. Tel. 01-393 3890.



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# extra

Whole D

## A PERIOD ATMOSPHERE

Through the scheme the National Trust is undoubtedly reaching out to a whole new public of potential visitors. This is a bonus as the primary intention is to give children a lively experience of history. On this score it seems to have succeeded too. As one child put it: "This afternoon, he [the teacher] said that we were the only ones to have been there."

To take part in performance schools should apply to the Administrator, the Young National Trust Theatre, 42, Queen Anne's Gate, London, SW1 (01-222 9251). The cost is £1 per head and about seventy children can attend each one. There are two performances each week day of approximately

The dates of this year's production are: March 10 to 27 at Clarendon Park, Surrey. This is a Palladian-style house built in 1733 and formerly owned by the Onslow family. It has fine collections of eighteenth-century furniture and porcelain and the production will depict the Georgian period.

From April 28 to May 11 (excluding May Day) - Benington Hall, North Yorkshire, a richly decorated baroque house built in 1716 by John Boucher. A large selection of baroque and Palladian furniture will be shown.

From June 9 to 27—Buckland Abbey, Plymouth. Built in 1278 by Cistercian monks, it was extensively modernized and then bought by Sir Francis Drake in 1581. The house is closely linked with the turbulent history of the area, particularly during the Civil War. The plays there will centre on the Elizabethan period.

From September 15 to 26—Little Moreton Hall, one of the best known examples of half-timbered architecture in England. Though now only sparsely furnished, the fine Tudor and Elizabethan craftsmanship shows up well in the carpentry, plasterwork, painting and glazing. The production is for secondary school children on a Elizabethan theme.

No one could say that Liverpool modern design recently added th

one could say, that Liverpool, the city of Liver Birds, and Beatles, and Mayor McGough and Pater's "The City of Dreadful Night" are the city, lacking variety. The historic monuments and uncompleted urban development contrast with a skyline dominated by the famous Royal Liver building, the neo-classical George's Hall and St John's Church, with the revolving restaurant 450ft above ground level. The majority of the shopping and business precincts, with the rambling rows of buildings on the waterfront, are of a poor modern design recently added, though overall effect is a wonderful fusion of the medieval idea with modern technology. Its scale is truly awe-inspiring.

If it would be hard to imagine a greater contrast with this than the city of the Catholic Church, the King just walking distractedly away on Brownlow Hill. Here is the 1920s, before ecumenism replaced religious competition and produced a benign church building, where the scale was thought to be a defence against Communism rather than playing into its hands.

Edwin Lutyens planned a vast new classical design. His model, until recently on display in the 1930s exhibition at the Hayward Gallery in London, aroused great controversy according to the late Cardinal Heenan's autobiography massed some called it the ecclesiastical mass

terpiece of the century, others seeing it as "the monstrous creation of a pagan imagination." The building was estimated cost was over £3m even in the 1930s and work halted when war came in 1939. It crypt the only completed section remains standing either side of the road might have been.


When Haeman became archbishop of Liverpool in 1957 the design was now estimated at £25m, was abandoned and an appeal set up for a new building to cost not more than £1m at the prices of that day. From more than 3,000 entries and two million drawings, Sir Frederick Gibberd's plan was adopted and made into reality in four years. It has variously been likened to a pagoda, a spaceship and a rock and nicknamed "the mushroom" and "the space well spent." Here we have a real space-age cathedral—only 7ft. shorter than the Anglican building, with a central

One's eye is immediately drawn to the huge central brown of thornstone and the magnificent use of glass in the lantern above.

Both cathedrals offer guided tours to school parties and both produce an impressive range of guidebooks, souvenirs and postcard photographs for project folders. It would be well worth a guided tour of the young person's guide to the Roman Catholic cathedral and the quiz leaflet for the Anglican one. And here too, more than for most visits of this type, time would be well spent on some

*continued overleaf*

**'Will Shakespeare'**  
Exhibition of costumes ..  
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For further details write or telephone: The Curator (Dept. T), Hatfield House,  
Hertfordshire AL9 8NQ. Telephone: Hatfield 82823.

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For further information please contact The Administrator, Hopetoun  
House Preservation Trust, Hopetoun House, South Queens-  
ferry, West Lothian EH30 9SL. Telephone 031-351 2451/1516.

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write to: Musical Museum, 215  
St. Paul's Way, Blandford, Dorset  
SP8 2EP. By the old sea wall near  
New Bldge.

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Good. Bland. Pseudonym. 22/46 PR.

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modation. Ideal base for environmental  
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C. Gower Coast Centre, Porthcawl, Gwent.  
House, Porthcawl, Gwent. Porthcawl 639.

## MUSEUM OF CHILDHOOD

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awards.  
Viewing the 1400 items in the museum  
is a uniquely memorable experience for  
children and adults. The exhibits illus-  
trate the more, remarkable side of  
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will give details.  
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ADMISSION: Adults 50p, Children 30p  
GROUP RATES AVAILABLE  
TELEPHONE: MENAI BRIDGE 712488

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School parties are welcome to  
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Special admission permits for  
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plans, send stamped addressed  
envelope to the Director, Shake-  
speare Centre, 11, Broad Street,  
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Five miles south of Lowestoft on  
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collection of foreign and native  
animals and birds. Replicate house  
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Operates Vintage Steam trains between  
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# extra KENSINGTON COMMONWEALTH

From the fun of Diwali day and Trinidad carnival to serious debates on international  
issues, the Commonwealth Institute offers a rich programme for school visits.

David Wickers reports

Beneath its distinctive green span  
roof the Commonwealth Institute  
in London houses a remarkable dis-  
play of worlds and ways of life  
that reflect the enormous cultural  
diversity of the Commonwealth.  
The three circular floors are effec-  
tively a supermarket of imaginative  
presentations, each one designed  
and financed by the 42 participating  
countries.

Far from relying on a few photo-  
graphs on the wall or artefacts  
locked away in glass cases many of  
the exhibits are designed to come  
alive and create a genuine sense of  
national atmosphere. A walk into  
Malaysia, for example, will trigger  
off not only a multi-screen sight  
and sound environment but the  
actual temperature and humidity  
within the simulator rises to match  
the unbearably stifling tropical cli-  
mate.

In contrast, New Zealand's star  
attraction is the mechanical cow;  
press the button and the see-  
through beast appears to breathe, its  
intestinal systems seem to circulate  
and milk squirts from its under-  
side into a bucket. (The model depict-  
ing the sands and shores of Kenya  
is actually so evocative of the real  
thing that the Institute can't help  
but know to choose it as its  
poster.)

The individual displays are fre-  
quently boosted by special exhibi-  
tions whose theme pervades the  
entire building, sometimes even fil-  
tering through to flavour the cafe-  
teria's menu with ethnic influences.  
From June 25 until September 7  
there will be an important exhibi-  
tion of masks, widely interpreted  
from body painting to uniforms,  
and all helping to explain human  
relationships in a highly novel way.

Last year well over 100,000  
children in parties organized by  
schools throughout the country,  
came to the Commonwealth Insti-  
tute. Throughout the school year,  
in addition to the permanent exhibi-  
tions, many special programmes  
are organized for such parties. Dur-  
ing the regular and highly success-  
ful "Focus Weeks" class size groups  
(from third year upwards) and  
upwards spend just under an hour  
during their visit actively partici-  
pating in a country's way of life,  
usually under the guidance of  
someone from the country con-  
cerned.

The activities room takes on the  
appearance of the place as far as  
possible within the walls confines  
off Kensington High Street) and  
children hear music, learn tradi-  
tional dances (the Limbo, Caribbean  
style, perhaps), musical instru-  
ments and other fun activities on  
costumes, play games, cook and eat  
national foods, and even, during  
Canada week, toboggan on the dry  
gallery slopes. This theatrical  
approach is a far cry from sitting  
cross-legged on the floor, listening  
to a boring talk, and an experience  
that children relish.

On the many one-day events up  
to 800 children (from seven years  
and up with a maximum of 70 per  
school) can come to celebrate  
various festivals. Diwali Day, the  
Hindu festival of lights, is enjoyed  
with fireworks, Diwali sweets and  
garlands. For the Trinidad carnival,



Some of the schoolchildren who attended the opening of the Newsround  
Africa exhibition in January with Mr Sumrall Chatterji, a guide from  
India.

everyone comes in school-made  
costumes and dances to a steel band.  
This year, to mark the Chinese  
Year of the Monkey, children  
brought lanterns and monkey masks  
and to further lend authenticity to  
the occasion Chinese students per-  
formed a traditional and colourful  
folk dance and a Chinese family  
demonstrated their customary way  
of celebrating the New Year.  
On May 15 and 16 there will be  
a Come Walkabout, two days of  
Australian fun, with traditional  
folk songs, a didgeridoo contest, the  
making of rubbings of ancient  
aboriginal carvings, a search for  
gold nuggets in the bush and a  
barbecue.

For older pupils the Institute  
offers a series of talks by outside  
speakers often on highly contro-  
versial issues that affect the  
Commonwealth. Sometimes peck-  
ing behind the glossy veneer of some  
of the exhibits. These are aimed  
at CSE, sixth-form A level and fur-  
ther education students, although  
they also attract a more general  
audience interested in the broader  
aspects of international understand-  
ing.

Last autumn, for example,  
speakers on "Problems in Develop-  
ment" ranged from two refugees  
who dealt with the refugee prob-  
lem in South-East Asia, to David  
Woods who covered the life and  
death of Steve Biko. Although the  
subjects listed in the programme  
are specific, the Institute welcomes  
requests from schools for topics of  
more direct interest or relevance  
to its pupils, and similarly, with  
techniques.

Cathedrals are one of the most  
consistently underrated aspects of  
our national heritage, especially by  
children, and the twentieth century  
has seen radical changes in per-  
spectives of worship and in the wider  
use of such places for artistic, cul-  
tural and other events. A square  
mile of Liverpool provides unique  
opportunities for visits and project  
work for the King's Mount Pleasant,  
the Metropolitan Cathedral of  
Liverpool L3 5TG (051-709 9222).

Other information: Public Rela-  
tions Office, PO Box 88, Municipal  
Buildings, Dale Street, Liver-  
pool L69 2DH (051-227 3911).

Anglican: The Cathedral Office,  
The Cathedral Church of Christ,  
Liverpool L1 7AZ (051-709 6271).  
Roman Catholic: The administrator,  
The Metropolitan Cathedral of  
Christ the King, Mount Pleasant,  
Liverpool L3 5TG (051-709 9222).

Other information: Public Rela-  
tions Office, PO Box 88, Municipal  
Buildings, Dale Street, Liver-  
pool L69 2DH (051-227 3911).

# A TRAIL OF TWO CITIES

By Dudley Wilson

My two cities are Chester and  
Manchester which, other than  
Roman names, have little in com-  
mon. Chester is noted for its pic-  
turesque Rows, warm brick and  
sandstone buildings liberally in-  
termingled with "oldie Englishes"  
shops and hotels—some of the  
finest in fact full-blooded, nine-  
teenth-century imitations.

As you wander along Chester's  
walls you peer down on Roman  
temples, medieval half-timbering,  
classical elegance and Victorian  
splendour. Chester, set on the edge  
of the green Cheshire plain, epitom-  
izes English life and tradition.  
Chester is rightly high on any  
school list of places to visit.  
"British Heritage Tours", Vicars  
Lane, Chester, cater for such  
groups and I recommend their  
arrangements which usually start  
in their Exhibition Centre. This  
offers an audio-visual presentation,  
hairs rubbing, craft shop and a  
video recreation (complete with  
smells) of the Rows. Visits last a  
mere two hours, extend over a full  
day or become residential for as  
long as four. Tailor-made pro-  
grammes to suit any school  
requirements can be created. Sensi-  
bly, any meals included are often  
taken at the Great American Diner  
where the hamburgers, French  
fries and icecream sundaes are  
well received. Add to all this Che-  
ster's excellent zoo, the sports facili-  
ties at Northgate Leisure Arena,  
river and canal boating and you  
have ingredients for several sound  
educational packages.

Chester is a frontier city to Wales.  
I am impressed with the Theatre  
Clyd at Mold where live theatre,  
repertory, opera and shows in the  
main auditorium is backed by a  
cinema and studio. Restaurant,  
exhibition areas and educational facili-  
ties complete this fine complex.  
Mold's coup this month, already a



Opening hours are from 10am  
to 4.30 pm (Sundays 2 to 5 pm).  
Entrance is free (with occasional  
exceptions for special pro-  
grammes). Apart from the special  
programmes there is no charge.  
Handicapped children are  
welcome. There is a lift access to  
wheelchairs. An induction loop sys-  
tem in the activities room helps  
with hearing difficulties and those  
of objects to handle and see.  
Those with restricted mobility  
can also see the lift access to  
wheelchairs. An induction loop sys-  
tem in the activities room helps  
with hearing difficulties and those  
of objects to handle and see.

The Commonwealth Institute  
prefers teachers to make a pre-  
liminary visit wherever possible.  
It is important that children  
to the special programme  
have a basic knowledge about the  
country—where it is, its  
climate, natural features, capital  
and so on—prior to the visit.

British Heritage Towns' Crier at  
Chester

ent with youngsters, is the first  
stage version of "Hitch Hikers"  
Guide to the Galaxy. Just a short  
drive away lies Holywell where  
down in a steep-sided valley St.  
Winfred's Well of healing waters  
still bubbles under its Gothic  
canopy.

Adding to Holywell's textiles  
which typifies the best of revived  
work for the better. From the  
Wool of Jacob sheep they manufac-  
ture top-quality tweed, riggs,  
suits and so on, many in safety  
of the natural colours. Parties should  
apply to the managing director for  
an appointment. Tel. 051-227 3911.  
processes from raw materials to  
finished product—undertaken here,  
Mersey, just off the A55 road,  
generally start at a vast cavern, is  
Gosport's famous collection of  
military trophies. A question  
of what did you drive in the War.  
Gosport's 2. Familiar from film  
and TV these mechanical beasts of

war, Jeep, Dingo, Champ and  
Duke, lurk underground. I envy  
John Nokes who, on his visit,  
persuaded the management to  
take their canouflaged vehicles  
proving on manoeuvres. There's  
also a display of military medals,  
weapons and memorabilia which all  
makes absorbing study. Grange  
Cavern is reached up a steep lane  
and is well served by car parking  
and toilet facilities. Grange opens  
every day except Christmas.

Manchester seems a strange  
choice for school visits; but Man-  
chester is a city of revolution—the  
world's first wholly industrialized  
city, a cockpit for new ideas and  
methods, suffering, endeavour,  
greatness and recession. It all hap-  
pened first in Manchester, certainly  
probably Dickens's Coketown, certainly  
of Mary Barton's "Brick Trade",  
Peterloo and site of the world's  
first railway station at Liverpool  
Road. This humble structure, now  
saved from extinction, is 150 years  
old this year. Celebrations include  
a reconstruction of the Rainhill  
Trials in May and a Great Railway  
Exposition in late summer. The  
world will again bear a path to  
Manchester to indulge this time in  
nostalgic wonder at steam locomotion  
and its consequences.

Manchester seems reluctant about  
its considerable attractions.  
Certainly it has suffered from in-  
dustrial expansion, subsequent de-  
cline, neglect and vandalism, both  
private and official. Its commercial  
sporting and cultural vitality  
results from a graft on the tradi-  
tional of the modern and progres-  
sive.

On a recent city trail I was  
astonished at the wealth of interest  
I encountered. The newly cleaned  
Victoria Station, relieved from  
Squalid surroundings, beams, sunny  
also up as it were, on Chetham's.  
Chetham's, founded in 1653, is the  
country's largest specialist music  
centre. In its Victoria gallery which  
gives public concerts at lunchtime  
on Wednesdays. In its grave library  
Marx met Engels who owned a Sal-  
ford factory. From the alcove win-  
dows they probably saw the streets  
of Manchester so graphically described  
by Engels.

Practically next door is Manches-  
ter's much underrated cathedral,  
well restored after severe bomb  
damage. Visitors must tour the  
Town Hall—you can hardly miss  
it. It is a Victorian glory which  
includes palaces and even railway  
stations in magnificence. The space  
capsule-like theatre-in-the-round,  
built into the Royal Exchange, is a  
heavenly example of Manchester  
flesh.

Schools should also savour Lark  
Hill Place, a full-scale reproduction  
of Victorian times in  
Salford Museum. Upstairs in the  
gallery you can glance from the L. S.  
Lowry originals out to the fast-dis-  
appearing world of the Salford  
Ordnell Hall is a miraculous survi-  
val: a lovely old black and white  
manor house standing cheek by jowl  
with Ship Canal, soap factory and,  
until recently, Coronation Street  
house very much in "Taste of  
Honey" land.

Though excellent, the North  
West Museum of Science and In-  
dustry cannot do full justice to the  
unique role this region played in  
industrial development. Plans, how-  
ever, have been sought to move  
from the present cramped quarters,  
heralded from the main road by a  
dazzling mural designed by the late  
Ken Hayward, down to Liverpool  
Road. This would benefit from  
Manchester's achievements and it  
strikes me as only right that world-  
wide support should flow to estab-  
lish an industrial museum of inter-  
national standing in this city. The  
Museum's exemplary educational  
services are a credit to the region.  
Study packs for the great rail event  
and these deserve a wider com-  
mercial outlet.

I have given some idea of a few  
city highlights but when consider-  
ing the Greater Manchester area  
services for the general public, re-  
sults from the canal village of Worsley,  
palatial Lyme Hall, the superb  
black and white mansion of Bra-  
mhall to Gosport's mighty viaduct  
worthy of a Dorset engraving. The  
National Trust's Quarry Bank Mill  
at Styal, hard by Ringway airport,  
no finer factory site or more idyl-  
lic village can be found side-by-

side in Britain I am sure. Samuel  
Gregg built his handsome mill in  
1784 in a secluded, wooded dell by  
the River Bollin. To restore this to  
a working museum means a decade  
of hard work. Under the direction  
of David Sokers with engineering  
affairs in the hands of Fred Mad-  
ders, who tended the machinery  
when the mill was still active, mat-  
ters are well in hand. Quarry Bank  
is surely destined to become the  
finest show mill in the land. Their  
publications include good teachers'  
packs and study materials to bring  
alive classroom social and indus-  
trial history.

Considering the built-in attrac-  
tion of Manchester to football  
crazy kids it is rather surprising  
that the wider educational signifi-  
cance of the city has, until  
recently, remained comparatively  
underestimated. Again "British Heri-  
tage" arranges Manchester dis-  
covery trips, educational and study  
tours.



Quarry Bank Mill, Styal

Brass Rubbing Centres Ltd have  
centres in Stratford, Oxford, York,  
Chester and Manchester, open  
throughout the year which are able  
to cater to school parties in a way  
that isn't practical in churches  
where original brasses are found.  
Each centre has a diverse collection  
of replicas taken from the  
medieval and Tudor originals—  
knights and their ladies, scholars,  
priests, merchants and other  
notables (apart from avoiding the  
risk of wear and damage to their  
original brasses the churches  
receive royalty payments). Prices  
for rubbing start at 30p and in-  
clude the use of all materials—  
special paper, wax sticks and in-  
struction. A framed booking is  
required for parties as most readily  
accommodated during the  
winter months. For further details  
write to Brass Rubbing Centres  
Ltd, Cripps Road, Gloucester,  
Gloucestershire GL1 2EP.  
David Wickers

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The air-conditioned  
theatres in the  
'Heart of London'  
with the widest  
range of  
entertainment and  
restaurants nearby.  
Fascinating exhibitions, linked to the show can also be seen.

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learning something, and no child leaves  
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memory of a strange, wonderful world  
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000 13 The Peter Costello  
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The Estate Office, Stratfield Saye Estate, Stratfield Saye, Reading RG7 2BT.  
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Entrance 50p Teachers FREE. Free parking. (Schools packs.)  
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For full details contact Schools Liaison Officer 01-850 4422, ext. 207.

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10.30-5.30 pm  
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ALNWICK CASTLE,  
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Chatterley Whitfield Mining Museum Trust, Chatterley, Whitfield, Northants.

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## extra



"Masks and Mime" for children aged eight and over, was a Christmas event at the National Portrait Gallery.

## GOING TO THE PICTURES

Peter Dormer reviews the opportunities for children and students at three of London's major art galleries

Guessing that most children like a little blood the National Gallery often offers school parties a meaty work called "Two Followers of Cadmus Devoured by a Dragon", which is a macabre and dramatic piece showing a dragon gorging itself on two men. The painting is referred to in one of the National's worksheets called *Feast Your Eyes*, which is a quiz composed around paintings that have a connection with food. The aim of the National's worksheets is to help children and students gain pleasure from looking at paintings and she often begins with themes that are of immediate interest on the basis that a little of what you fancy does you good.

*Monsters, Mad Hats*, and soon *The Jungle Look*, are among the light-hearted worksheets for primary school children at the National Gallery. Andrea Peppin says she "tries to inform without the children really noticing they are being told things. You feed a little information, they ask a bit, and then you can go on."

Of course, some of the quizzes like *Dutch Baking in the 17th Century* are aimed at older children and there are more designed to help

the teacher in preparing the class with the historical background and before the visit. Another of the worksheets that is ideal for use with older or more academic pupils and students is *The Renaissance in Italy*. That is well illustrated, sensibly laid out, and contains simple but effective questions that will ensure that the pupils see a few of the best paintings in the world—unlike many of the tourists who look a lot and see little.

Andrea Peppin, a former teacher, made a warning against making wrong assumptions about what children like. You may prefer the Impressionists but on the whole, and certainly at first, most people prefer classical and detail. The most popular lecture tour is "An Introduction to the National Gallery," which includes a visit to Van Eyck's *Arnolfini Marriage*. Peppin, which is an excellent work to talk about with children, and which is usually greeted with recognition because of the many reproductions but appears so different in the flesh.

The National Gallery staff, like those at the National Portrait Gallery, are delighted that with children and students for whom there is no point in being stuffy or pompous about art appreciation. Pictures and then, given time, comes pleasure in looking at a picture and then, given time, comes the skill of observation and deduction.

Each gallery has angled its work

## RARE BREEDS

The Cotswold Farm Park has the most comprehensive collection of rare breeds of British farm animals in the country, ranging from Leon Agass, from a general interest in the survival of these species, that have been ignored by modern agriculture with its emphasis on hybrid, improved breeds, their continued existence guarantees that their

genes can be made available at some future date should livestock breeders find that farm animals or food requirements change. Already some horses have begun to make a comeback in agriculture as increasingly expensive have become. Situated at Gliding Power, near Cheltenham, Gloucestershire, the Cotswold Farm Park attracts large

to capitalize on the character collection. History teaching is National Portrait Gallery, in a ple, fit hand in glove. Angela Peppin, who heads the National Gallery's education department, produced a variety of worksheets linked mainly but not exclusively to historical themes. Some are sound dry ("The Tower of London"), but the worksheets talks are lively, informative, adaptable to different ages. And where else are children to meet face to face the personalities of Tudor England? Angela Cox emphasizes the importance of a visit to the gallery as done at school and she will discuss the visit with the beforehand.

On most visits a child will time drawing and writing, worksheets have a constant of looking at and making deductions. For example, the Tudor worksheets for pupils there are the following: "Queen Elizabeth I: three portraits of her makes her look most like queen? Which makes her most natural? In the first 'trait', what is she standing why?"

And again the importance of learning to see is present. Notes and questions for students on Regey and Regey as well as giving information on psychological and emotional aspects of an individual like Queen Elizabeth I.

At this level, history and become interchangeable. The Tudor worksheets for pupils there are the following: "Queen Elizabeth I: three portraits of her makes her look most like queen? Which makes her most natural? In the first 'trait', what is she standing why?"

And then there is the Tate Gallery. A challenge for the extremes in its collection what is one to make of some art? Terry Measham, in charge of education at the Tate, said: "work we look at depends on the work the children are involved at school, but if the parent is sure, I want to place the whole programme in our then we have a number of visits."

Those use the ubiquitous sheet and quiz but they are high standard and even apparently slight and simple "rhode-dell" quizzes can be very effective. The quiz sheets show graphs of details from paintings, the child simply has to find the picture, and on the reverse of the quiz sheet he or she will find out on which artist and painting.

One of the children's well-liked class around eight figures paintings by artists as varied as William Hogarth and Peter Paul Rubens each of whom depict a scene of a body language. The Tate's comprehensive Natural History Bookshop, a collection of small live animals, a museum collection of stuffed exotic animals, and objects including elephant and rhino horns. Last year over 600 children were taught in the centre, coming from places as far as the Borders and the North of England as well as from Lothian Region.

The scheme is supported by a grant from Lothian Region which finance entrance fees and courses for school parties within the area. The important fact is that all have contributed towards the running costs of the centre.

Robert Ollason, the present education officer, is a Shetlander who spent the year in Africa teaching about the wildlife clubs before he came to Edinburgh Zoo. When I asked him the zoo I thought I might miss teaching in the conventional sense, but here, I don't often get to know the children who come to the zoo. I find their enthusiasm and their quietness a problem and that is perhaps the biggest demand for educational facilities has led to the conversion of one of the barns into a lecture hall. The education officer can, by appointment, give talks illustrated with slides and/or films on the breeds survival (worksheets also available). Write or phone for details to Guiting-Power 307.

## ZooEd IN EDINBURGH

Report by Sheila Mackay



The opportunity to handle small animals and insects breaks down prejudices that some are "nice" and some are " nasty".

Every year thousands of people visit Edinburgh Zoo's fine collection of exotic and domestic animals whose environment is 80 acres of woodland on the southern slopes of Arthur's Seat. The Royal Zoological Society of Scotland, founded in 1899, has a long tradition of promoting an understanding of animal life, including the study and conservation of the wildlife of Scotland, among the general public.

More recently, a comprehensive educational scheme for schools has been developed through the ZooEd and Interlink programmes, which with their emphasis on the active involvement of children in observing and even handling some of the animals, have proved highly successful.

The education services provided by Edinburgh Zoo are collectively called ZooEd and are based in the education centre completed in 1976. Although "zoo education" has been popular in America and Europe for many years, Edinburgh Zoo in Devon was the first to exploit the educational potential of zoos in Britain. Edinburgh followed with its own ZooEd scheme which developed under the first Education Officer appointed in 1971 who also devised Interlink, a scheme which links Edinburgh Zoo with a network of other organizations for educational purposes.

The Education Centre consists of a lecture theatre seating 120, a comprehensive Natural History Bookshop, a collection of small live animals, a museum collection of stuffed exotic animals, and objects including elephant and rhino horns. Last year over 600 children were taught in the centre, coming from places as far as the Borders and the North of England as well as from Lothian Region.

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broadcasting and other organizations in the Interlink scheme. Programming also accommodates specialist visitors to the Zoo. Last autumn a special programme, "Animals of North America", was designed and taught by a visiting student from a university in the United States who was studying Zoo Education as part of her degree and who had worked in several American Zoos.

It would be difficult to find a combination more pleasing to children than time out of school with a visit to the zoo and the opportunity to touch some of the animals. While handling stick insects, toads and snakes might not be everyone's idea of fun, the staff at the centre realize the enormous appeal to children of being able to hold some of the small animals. Animal handling sessions—under supervision are introduced at nursery, primary one and primary two stages.

Apart from the children's enjoyment, these sessions also have the function of helping to break down the prejudices that many children have, usually from their parents, about certain animals being "nice" and others " nasty". "Once children have handled the bunnies and more obviously appealing animals, they are encouraged also to handle and get to know something about animals like toads and snakes," says Robert Ollason, who points out that most people who have not handled snakes think that they are slimy and cold to the touch. "The opposite is true, their scales are dry and they are as warm as their surroundings."

To the joy of the children they are encouraged to hold and observe some of the small animals kept in the centre, which include rabbits, guinea-pigs, toads, squirrels, tortoises, leaf and stick insects, gerbils, chipmunks, ferrets, hedgehogs, dormice, weasels and a temporary cage of exquisite marmosets.

Classes from primary three spend two hours on a ZooEd visit divided between the centre and the zoo park. Junior primary topics emphasize "Finding Out About", selected in advance by teachers. This includes birds, fish, amphibians, animal movement, carnivores, horns and antlers and Scottish wildlife. Senior primary topics become more complex. One course called "What are Reptiles?" seeks to right reptile misconceptions (which result from their scarcity in Britain) and to study the major groups of today and long ago, to quote from the ZooEd syllabus. At secondary school level topics are oriented to O grade and H grade biology, and Certificate of Sixth Year Studies pupils can arrange to use the zoo and the centre as a source for studies in either art or biology.

Two additional topics have been prepared to be of particular interest to CSE and non-certificate pupils due to leave school. "What are Zoos?" emphasizes the need for the

community to develop responsible attitudes to both domestic and wild animals. "Behind the Scenes at Edinburgh Zoo" is an extended course of four half-day or two whole-day visits. Most of the ZooEd programmes can be adapted to the needs of special schools and the building is suitable for use by groups of handicapped children.

Interlink is an exciting educational scheme through which a topic plan is chosen in liaison with other organizations. The idea came from my predecessor," says Robert Ollason, "and I believe it is a unique scheme within the British Isles and possibly Europe. Interlink certainly causes a great deal of interest when we describe it at International Zoological meetings." Teachers who wish their classes to participate in the scheme are encouraged to book time at the Zoo and with other organizations in the Interlink network. "South of the Sahara" is a current project between the Royal Scottish Museum, the Royal Botanic Garden and Edinburgh Zoo.

In a first visit to the museum, pupils explore the formation of the African continent, its geography and climate, as well as the culture and lives of some of its peoples. At the Botanic Garden they see African plant life at first hand and the final visit to the Zoo is spent studying and observing African wildlife. Each organization prepares printed material to back up the visits and regular meetings take place between the education officers of each establishment to plan the Interlink programme.

Another Interlink project on Scottish wildlife links Edinburgh Zoo, the Pentlands Hills Ranger Service and the Forestry Commission. "Cats of the World" links the Zoo and the Edinburgh Dog and Cat Home in a programme designed to teach children about both exotic and domestic cats. "Who Cares?" is a network of the Scottish Society for the Prevention of Cruelty to Animals, the Edinburgh Dog and Cat Home and the Zoo, for primary five to seven pupils. This programme "presents a frank look at the problems of continued overkill."

## extra



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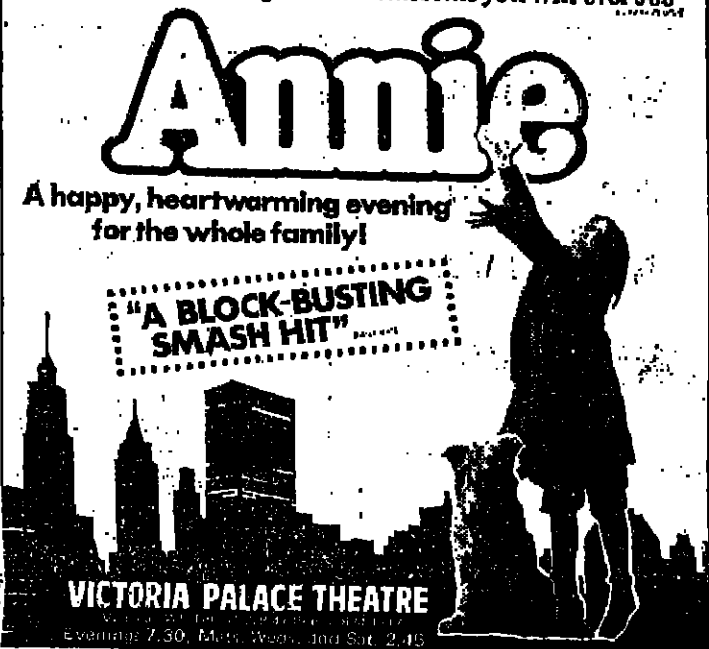
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## extra



The Easton Amos rotative beam engine at Kew Bridge.

## CYLINDERS AND PISTONS

R. C. Vernon visits the Kew Bridge Engines Trust

Any connexion between London's water supply and the mining industry during the last century in the west country may seem obscure, but it is in fact very real. Five of the same type of steam engines which had furnished the west country mines with power supplied west London with water for over 120 years until they were retired in 1944. Happily they are still to be seen, for the Cornish beam engine in whatever use to which it is put had about it a majesty, an impression of power, and the huge cylinders and the rocking beam are, more accurately, more today, to computerers and Concorde, an awe-inspiring sight.

The story of the development of the steam pumping engine from Newcomen's atmospheric engine of about 1715, is fascinating, and anyone interested in steam engines and more boys (and many girls) will readily conjure up the sight picture. If the phrase, "Cornish pumping engine" is used in connection with the Cornish beam engine, it is usually then not with a chimney stack immediately adjacent to be found all over Cornwall and South Devon.

These "once housed" the beam engine which pumped the water out of the mines, drove the stamping machinery, crushed the ore and by means of ingenious contrivances, frequently constructed of solid timber, provided power for various requirements often some distance away from the engine. As has been rightly said, Cornwall was not only the birthplace of the steam pumping engine but was also, and perhaps more important, its great nursery.

So it is not really surprising that in the early years of the nineteenth century the companies supplying London with water realised that these same engines which pumped water so efficiently from the Cornish mines would equally meet their requirements to pump water into the city.

one being sold for £91. But during the 1860s and 70s the continuing demand for engines for waterworks in London, served not only to keep some of the founders in business but by one of those quirks of fate made it possible for us to see them today, for when they ceased working in 1944 fortunately they were not disposed of.

A registered charity formed with the aim of restoring the beam engines at Kew Pumping Station, Kew Bridge Engines Trust is well on the way to achieving its aim, the work being done by volunteers, obviously a labour of love, and equally, interesting and important task is to create a museum, dealing with London's water supply, about which the available literature is sparse, most histories being out of print.

A visit to this fascinating museum is truly a step back to the nineteenth century. Without doubt, the great moment is when the last, greatest working beam engine, the 90-inch, is started up, or as the experts have it, "put into steam". The engines were named after the interval diameter of the cylinder, and we can probably better imagine the size by saying 7 ft. 6 in. the stroke, that is the distance the piston moves up and down being about 4 ft. 6 in.

These levels are available to visitors and the whole movement of this engine can be seen easily and safely. Built by a Cornish firm, some £6,400. It started work in May 1846. After restoration it was put into steam by Kew Bridge Engines Trust at 5.30 one morning in July 1976, "when we knew our engine was to be distributed". Other work is proceeding on the 100-inch engine in the same building as the 90-inch.

It, in the words of the old song, every step in London plus a memory down, then in Greenwich you can very nearly fall over them. The footnotes of English history were written here yet in so small and green a space that any school looking for some spot to pursue the two subjects of education and pleasure could hardly find a better place.

Below Greenwich Park are said to be the bones of some of the victims of the ancient Britain as well as the sewers of a Roman city. It has long since disappeared. The remains of the old Royal Observatory, after a long and eventful history, are now the property of the Admiralty. The observatory was built by Sir Christopher Wren, just across the park; it was here that time became the handmaiden of the navigator. A brass strip on the ground marks the Greenwich meridian and one can stand quite comfortably with one foot in the eastern hemisphere, the other in the western.

Above the observatory, roof stands a most supporting large rad ball; this is geared to the Greenwich mean timepiece and drops daily at 1 pm a signal ship captains of yore, watching from their vessels on the river, took very seriously. It was a case of, "Synchronise your chronometers, gentlemen. The observation room itself has been restored to its early state, more or less as it was left by John Flamsteed, the first Astronomer Royal.

Elsewhere in the house are the telescopes and timepieces that were the property of this successors. Since this visit must almost certainly take place in daylight, when stargazing is but of the question, it would seem sensible to adjourn afterwards to the planetarium close by for an illustrated talk about what the telescope could reveal.

ing when he was killed, a much prized relic, and there is a tent containing the navigational instruments used by the explorer Cook. Other galleries trace the development of Britain's navy and merchant service. A sailmaker's loft and a boat builder's shop show how vessels were made and maintained before the advent of steam. There are navigational aids used by ancient mariners and the first chronometers, plus an extensive print collection and many fine models of ships.

Staff are employed to advise teachers planning visits and there are work rooms available, including a boat building shop for the ambitious. Full information can be obtained from the Education Services Department, the National Maritime Museum, Greenwich, London, SE10.

This department is also responsible for the old Royal Observatory, built by Sir Christopher Wren, just across the park; it was here that time became the handmaiden of the navigator. A brass strip on the ground marks the Greenwich meridian and one can stand quite comfortably with one foot in the eastern hemisphere, the other in the western.

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restored. School parties are welcome aboard but the ship is very popular and early booking is advisable. For preliminary information ask for a copy of the leaflet about the vessel. Apart from Cutty Sark herself there is an exhibition describing her history and a collection of figureheads from other vessels. Among them is her own original figurehead, a near naked figure of a woman clad only in a short chemise (or, as Scots would say, a cutty sark) and now raised off because boys could not resist fondling her. The figure now at Cutty Sark's bow is a modern replica.

A few paces nearer the river is Sir Francis Chichester's Gipsy Moth IV, also open to visitors and looking almost small enough to have been one of Cutty Sark's sea boats. Almost alongside is a conspicuous glass dome, marking the entrance to one of the last of the Victorian foot tunnels still open to the north bank of the Thames. Round about is a Warren of narrow streets and footways which have changed little in 100 years.

For architectural interest the Royal Naval College ranks above all else in Greenwich, its painted Hall a gem without peer in the British Isles. It is open for inspection Monday to Wednesday and on Friday in the afternoon. The college is built on a site once occupied by the palaces of several monarchs and the royal interest is still represented by the Queen's House, which is exactly what it says it is, a Queen's house. Its reception hall is noted for its proportions—it is a perfect cube—and for its marble floor, said to be without equal. The gap between the wings of the college was left to allow the Queen, James II's lady, a view of the river.

To plan a trip of this kind properly preliminary study of the area is essential and it is worth obtaining *Greenwich*, a closer look, a small guide published by Conway Maritime Press of 7, Nelson Road, London, SE10. It is an excellent 35p worth being eminently readable and packed with information, including routes for three walks, plus suggestions for eating and shopping. Another useful little volume from the same house is *Downstream to Greenwich*, particularly for parties making the trip by river bus from Westminster, Charing Cross or the Tower. It costs 75p.

To round off the day older pupils might like to relax at the Greenwich Hall. The company there has earned a reputation for polished playing in a repertoire ranging from the classic to the modern. Reduced prices are available for parties. Information can be obtained direct from the theatre at Crooms Hill, London, SE10, or from the local council's entertainment service, which can provide information about all the cultural activities going on in the area: the telephone number is 01-854 8826, the address 25, Woolwich New Road, London, SE18.

Back in Greenwich itself is the beautiful Cutty Sark, now in dry dock by the pier. She was acclaimed the fastest ship afloat in her prime but demoted by the steamship to the rank of coal carrier before she was rescued and

restored. School parties are welcome aboard but the ship is very popular and early booking is advisable. For preliminary information ask for a copy of the leaflet about the vessel. Apart from Cutty Sark herself there is an exhibition describing her history and a collection of figureheads from other vessels. Among them is her own original figurehead, a near naked figure of a woman clad only in a short chemise (or, as Scots would say, a cutty sark) and now raised off because boys could not resist fondling her. The figure now at Cutty Sark's bow is a modern replica.

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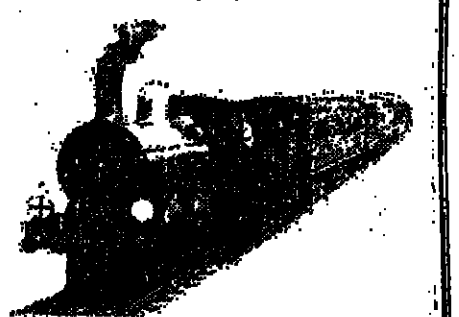
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Please cut out and send to: Schoolplan House, 77 Grand Parade, Brighton, Sussex BN2 2JA. Telephone: 0273 887411. Telex: 87374.

Please send me a copy of your new Winter Brochure

Name .....

School .....

Address .....



## "WINTER SPORTS 1980/81"

Next winter avoid

1. Changes in Hotels
2. Large surcharges
3. Unrealistic prices quoted to make a Booking
4. Last minute changes in airports
5. Split groups etc... etc...

It is really worth paying that little extra to ensure a trouble free holiday.

Enjoy a trouble free ski holiday with up to 5 days on the slopes instead of 5/6 days as on most school tours. For details of our 1980/81 programme contact

**EUROPA Sports Tours,**

87 Station Road, Hesketh Bank, Preston PR4 6PB  
Tel: 077 473 2171



## UP TO £70 OFF SKIING HOLIDAYS.

Thinking of going skiing in March? If you book a ski holiday at any hotel in top Spanish resorts like Formigal, La Molina, Masella and Cerler, we'll take an incredible £60 or £70 off the price of a two week holiday, and £30 or £35 off the price of a one week holiday. Departures are from Gatwick, Luton or Manchester.

These fantastic savings are available as long as you book before the end of March. So get round to your travel agent straight away, and ask about our special offer. Don't miss out on these savings.

**Thomson Wintersports**

## Great Value for Next Winter SKI HOLIDAYS IN AUSTRIA & ITALY

- Fully inclusive of:
- Accommodation
  - Ski equipment hire
  - Lift Pass
  - Ski instruction
  - Entertainment
- Transport by coach or jet

**NAT EUROTOURS**

Group Dept, 20 Kensington Church St., London W8 4EP  
01-574 197/8 9683/4

## "Ski Gear" School Ski wear Service

is used by all A. and school groups all over the U.K. The comfort, safety and appearance of each skier in your group is important and a practical, economical approach to solving clothing problems will be welcomed by parents of young skiers.

"Ski Gear" provides a part-hire/part-purchase service at realistic and sensible prices. It offers samples, advisory service for parents' meetings and special staff arrangements.

**"Ski Gear" Ltd.**  
Station Road, Southwater, nr Horsham, W Sussex, Southwater (0403) 731135



Julian Dikes, West Midlands under-19 squad, a qualified artificial ski slope instructor.

"Aspiring to excellence"

now preparing to edit a revised version of this certificate which we hope will be far more purposeful to teachers and to education authorities and to other youth organizations; this will be in readiness for 1980-81 season.

Levels of participation are not necessarily related to levels of ability alone. Opportunity and commitment are important factors and the Coaching Scheme recognizes that

"sport for all" is a philosophy applicable to skiing and makes it possible for all skiers to express themselves in their own way through the sport—so that they benefit themselves and hence, the society in which we live.

The coaching scheme has established areas of activity in which skiers can develop competence and then, striving for personal excellence, realize success and great satisfaction from their chosen sport.

It is true, therefore, that coaching schemes do not have a single major goal the problem of "winners". It is an inevitable consequence of such a scheme that as personal standards rise, motivation, commitments and, ultimately, abilities will rise also. The greater numbers of skiers, the ability and the will to excel into the ranks of national and international competitors and officials, who will serve sport at its highest levels.

The coaching scheme aims at bringing to these participants a notion of the responsibility they have to the sport of skiing and to the governing bodies and the national ski councils.

Thus the scheme allows all those committed to the pursuit of excellence and personal development of participation to find their support for the national, evening body and so enable it to implement its objectives on behalf of all skiers.

English Ski Council, Area 1, Building, The Precinct, Holmwood, West Midlands B63 4AJ.

## Are you going to like skiing?

Take some dry ski lessons first and find out advises John Aitken



Watford Ski School is laid out on a natural hill.

The successful organization for a school ski party can be a most difficult task, as anyone who has been involved will confirm. There are some bonuses if you care to accept the challenge, the most obvious one being able to enjoy the holiday, having ensured that all the details have been completed in time.

There were some statistics bandied about that indicated that about 87 per cent of the British public, who went skiing without any preparation, gave up within the first three days of arriving at a resort—either due to their feet being so uncomfortable that they could not add the pain to any longer or because they never managed to get the rudiments of using the equipment before they were forced to withdraw, battered, cold and discouraged.

After the first day, the school ski party can be a most enjoyable experience. The comfort, safety and appearance of each skier in your group is important and a practical, economical approach to solving clothing problems will be welcomed by parents of young skiers.

"Ski Gear" provides a part-hire/part-purchase service at realistic and sensible prices. It offers samples, advisory service for parents' meetings and special staff arrangements.

**"Ski Gear" Ltd.**  
Station Road, Southwater, nr Horsham, W Sussex, Southwater (0403) 731135

With the cost of the holiday mounting annually, there seems to be a very good case for either adding the cost of dry ski lessons onto the whole package or perhaps to try dry skiing lessons first, to see how well the children will take to the sport. Every year some school teachers ask for just one hour's lesson "as we can't afford any more." I wonder if they have any idea of what they expect or should expect from a dry ski school.

Admittedly there has been a rapid growth of dry slopes around the country over the past 10 years. Some have not stayed in business long enough. For one reason or another to have been noticed or appreciated, so the best advice I can offer is to contact the Ski Club of Great Britain or the Regional Ski Association, whose address you find out what you can from them.

If one were to make comparisons between progress on the snow after four or five days, with no previous experience at all, most people will agree that the equivalent proficiency can be achieved in about six hours on an artificial slope, for a dry ski school. This is a very good thing to achieve a standard reached after several weeks on the snow—at least that is the objective set at Watford Ski School, which is a ski school for children and adults.

As for the rest—they were to be seen sweating round the pizza bar and out of it. What a waste of money to get all dolled up in the snow and never to sample the excitement, when with just a little extra expense and effort before leaving this country they could have been up the mountain, enjoying the view and the snow.

For those teachers who are wondering how they can best find for themselves what their expectations are, I strongly recommend they contact their local Ski School or PE adviser and ask him to organize a Ski Party, Organized Course. Even if you have no party skiing there are many useful things to be learnt, the curriculum which cannot be learnt by any other means, as how to successfully use small grants to meet some of the costs of such an undertaking, but not least, half of the course is a compulsory safety training session on an artificial slope. Provided the course is organized in the period soon after Easter the charges will be less than at any other time and, as my Watford Ski School is concerned, would be a very small cost.

There are many types of slopes used for simulating snow conditions and I am sure that on which seem to be able to achieve better than average results in teaching the rudiments of skiing, as the snow is made up of a material that is more realistic than machine-built slopes. The equipment used is snow equipment, the ski sticks have special belts to ensure that they do not catch under the matting—a common cause of accidents on many slopes, so perhaps it is just as well to check on how safety conscious your local slope is and what sort of track record they have.

## The self-catering craze

Robin Mead recommends France for family winter holidays—whether you want to ski or not

The Norwegians invented skiing, or the Swiss who popularized it. But it is the French who have taken it to the world's greatest participatory sports.

First, they dreamt up the easy way to learn the sport: the short ski or ski evolutif—method. And they introduced self-catering holidays to the skiing market.

The result has been a boom in family ski holidays—and that boom has now reached the British market.

This winter, thousands of families—many of them families of young people—have set out on skiing holidays without the worry of additional hotel charges.

Next winter, the pundits say, this will be even more pronounced. And not unnaturally, many of those skiers will be heading for the country which has perfected the self-catering ski holiday.

France is a typical French ski holiday which has made the most of its own advantages. It is one of the longest beginners' ski slopes in Europe.

For more experienced skiers, the lifts and cable cars climbing steeply up the surrounding mountainsides point the way to a wealth of more challenging runs. And the less active are not forgotten. Beside The Boulevard, glass

Isola 2000 is a corner of the Alps with a stronger-than-usual concentration of British skiers. It has plenty to offer them. One massive building houses three hotels, with 422 rooms between them, and self-catering apartments with a total of 4,500 beds. Shops, restaurants, discos—they are all under the same roof.

You do not have to set foot outside, let alone ski boot. But you will.



A young skier demonstrates the classic "snowplough" stopping position.

For alongside the building housing the entire resort runs the broad expanse of The Boulevard which, despite its name, is one of the longest beginners' ski slopes in Europe.

For more experienced skiers, the lifts and cable cars climbing steeply up the surrounding mountainsides point the way to a wealth of more challenging runs. And the less active are not forgotten. Beside The Boulevard, glass

walls surround an open-air swimming pool where you are sheltered from the wind and can bask in bright sunshine which, when I was there last February, sent the temperature soaring up into the mid-sixties. The only mystery was why the snow did not melt.

Isola 2000 (London office: 32, Berkeley Street, W1) is a personal favourite, if only because it is so easily accessible via Nice. But other famous French ski resorts are also offering self-catering holidays next winter—among them Les Arcs, Chamonix, Tignes and Val d'Isère, which are all recommended. There is also the new Val Morel.

Even cheaper than flying or taking your own car are the increasingly popular coach-and-ski holidays operated by firms like Snowball. They took 7,500 Britons by coach to Puy St Vincent, in the southern Alps, last winter, and doubled their capacity this winter.

And the self-catering craze has spread beyond the Alps. In the Jura, which are hilly rather than mountainous, there are new self-catering packages for cross-country skiers—a sport which combines the thrills of skiing with the broad vistas enjoyed by hikers. The experienced, or the not so experienced but very fit, may like to attempt the 100-mile crossing of the Traverse de Jura (details from Doubs Department Tourist Office, Besancon).

After cross-country skiing, what will the French think of next? Well, they may have already thought of it. In some resorts, this winter, they have risked the extra-ordinary step of taking the ski out of skiing holidays altogether.

They have done so to attract those winter holidaymakers who, when skiing is anathema but who would still like to combine some



Ski-bobbing: a favourite sport with winter holiday-makers which even beginners pick up quickly.

important to seek expert advice. The reason is that some French resorts have cashed in on the self-catering craze by, for example, charging ridiculously high prices in resort stores and restaurants.

A hard fact of life is that when you are high above the tree line at 6,000ft and the only shop within miles, you can charge what you like for groceries and other essential goods.

So ask advice from someone who has been to the resort in question, or from the French Tourist Office (178 Piccadilly, W1).

And, just to be on the safe side, make room in your luggage for a few essential foodstuffs. Otherwise, your cut-price self-catering skiing holiday may not work out quite as cheaply as you hoped.

## Schools Abroad Group

# Out now: Skiing for Schools 80/81

## Ski at the Top

The strength of the Schools Abroad programme is top skiing at top resorts. An unrivalled choice of highly skiable centres has been expertly selected with the young skier in mind. Just look at the remarkable range of centres Schools Abroad have put together.

Centre	Highest Ski Point	Centres	Highest Ski Point
ARTESINA	7,100 ft	BARDO	6,000 ft
BAUDOUILLON	6,800 ft	CHAMONIX	8,100 ft
CHAMONIX	8,100 ft	CHAMONIX	8,100 ft
CHAMONIX	8,100 ft	CHAMONIX	8,100 ft
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CHAMONIX	8,100 ft	CHAMONIX	8,100 ft
CHAMONIX	8,100 ft	CHAMONIX	8,100 ft
CHAMONIX	8,100 ft	CHAMONIX	8,100 ft

## Pick Your Own Free Place Ratio

A unique new Schools Abroad free place scheme for accompanying staff. Whether your priority is to keep prices down or have a generous free place ratio we have a scheme to match. You simply choose to take 1-5 or 1-10 or 1-15 free with a progressive reduction in price.

## Travelling in Termtime

Save as much as £65 per person on one of our termtime departures. Our Flexipackage scheme gives you maximum reductions. If you travel in termtime each participant will have a free copy of 'Learn about the Mountain Environment' with project work. Many Education Authorities will allow school groups to travel in termtime if the educational and environmental project is part of the course.

## Low Cost Lift Passes

At all our centres we have arranged low cost lift passes saving you £££s.

## New in 80/81

- More flights than ever from Luton
- Low cost coach departures to a wide range of centres
- Highly competitive prices to Leysin in Switzerland
- Additional accommodation at the resorts of Artesina, Folgaria and Tignes taken over from Skiscopes, recently acquired by Schools Abroad
- More high level Italian skiing at Colle di Tenda, Caspoggio, Trafoi and Mazon-Gampitello

**Schools Abroad Group, Jubilee House, Burgess Hill, West Sussex RH15 8DX**

Telephone:  
New Winter Sports bookings only:  
Burgess Hill (0444) 45698  
All other telephone calls:  
Burgess Hill (0444) 42825  
Telex: 877166  
ATOL No. 10683

## Easter Ski-ing

Book in 1981 in late with peak holiday departures. Booking right at the end of April. Our brochure in 1981 will list high level centres. Choose wisely—choose a high—choose Schools Abroad!

Booked in: Ski-ing for Schools 80/81

School

Telephone No.





**SCHOOLS  
SKI  
with EROS  
...for fun  
too!**

**ATOL 1053B**

Earlier this month I joined one of George Voss's groups from New York to visit the children at Morpeth and Hexham schools. Throughout the trip, I was impressed with the quiet efficiency of the organization, with the cooperation and enthusiasm of the children who had been well prepared for their trip. It was a pleasure to share the experience as our coach left the snow-covered woods.

A vigorous ESSA means a...  
 by for school skilling, bl...  
 standards, keener competition...  
 progress has been swift. For de...  
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 1 Glyead, 53 Barnfield...  
 rpenden, Herts.

in Europe are the Pyrenees, the Vosges and Jura in France and also some of the Alpine skiing areas—check with the local national tourist offices for further details. On the other side of the Atlantic the most popular areas are found in New England, particularly

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**Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (S.A.E. foolscap) from the Heads at the schools.**

Closing date 31st March 1980.

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## SOUTH GLAMORGAN COUNTY COUNCIL

### SECONDARY APPOINTMENTS

#### TEACHERS: SCALE 1

It is anticipated that there will be a number of vacancies in Secondary Schools in the following subjects for September, 1980, and applications are invited from suitably qualified teachers:

- CRAFT DESIGN AND TECHNOLOGY**  
**MATHEMATICS**  
**MODERN LANGUAGES**  
**SCIENCE**
- Please apply to the following schools:
- YSGOL CYFON OYMAEG GLANTAF, CAERDYDD**  
Yn ysgol hon ydych chi gael y cyfngwylt i gynhyrchu Blyddyn 11, 12, 13, a bydd ysgol hon yn gysylltu gyda:  
1. PENNATH ADRIAN ADRIAN (GRADUA 3)  
2. PENNATH ADRIAN ADRIAN (GRADUA 3)  
3. PENNATH ADRIAN ADRIAN (GRADUA 3)  
4. PENNATH ADRIAN ADRIAN (GRADUA 3)  
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9. PENNATH ADRIAN ADRIAN (GRADUA 3)  
10. PENNATH ADRIAN ADRIAN (GRADUA 3)

**WELSH AND RELIGIOUS EDUCATION**  
**SCALE 1 PLUS 2.5 ALLOWANCE**  
Required for April, 1980 to teach Welsh mainly in the lower school, and Religious Education. This is temporary until 31st August, 1980. Applications may be obtained on receipt of a stamped addressed envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.  
F. J. Adams, Director of Education, Education Office, Kingsway, Cardiff.

## SAMUEL WARD UPPER SCHOOL

Haverhill

This new purpose-built Upper School (13-18 mixed, 8-form entry) opened in September, 1978, and is developing to about 850 places, with a large Sixth Form. Applications are invited from committed and suitably qualified teachers for the following Scale 1 posts:

### 1. CHEMISTRY

To join closely knit Nuffield team.

### 2. TECHNICAL STUDIES

Wood or metal specialism.

### 3. ENGLISH

Interest in drama or publications welcomed.

### 4. REMEDIAL

Please apply to the following schools:

**YSGOL CYFON OYMAEG GLANTAF, CAERDYDD**  
Yn ysgol hon ydych chi gael y cyfngwylt i gynhyrchu Blyddyn 11, 12, 13, a bydd ysgol hon yn gysylltu gyda:  
1. PENNATH ADRIAN ADRIAN (GRADUA 3)  
2. PENNATH ADRIAN ADRIAN (GRADUA 3)  
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10. PENNATH ADRIAN ADRIAN (GRADUA 3)

Further details and application forms, obtainable (stamped addressed envelope, please) from the Headmaster, Samuel Ward Upper School, Chalkstone Way, Haverhill, Suffolk, CB9 6LB. Closing date for applications: 11th March, 1980.

## Suffolk County Council

## City of Manchester

### Education Committee

#### SCALE 1

**BURNAGE HIGH SCHOOL**  
Burnage Lane, Manchester M10 7BU  
Two temporary teachers to join the existing team of 12 teachers. The posts will also include the teaching of reading, writing, and mathematics. The ability to teach English, Science, and Mathematics would be an advantage.

**MORTON BROOK HIGH SCHOOL**  
Morton Brook Lane, Manchester M10 7BU  
Required for September 1980 (one year contract). The post holder will be responsible for the teaching of English, Science, and Mathematics. The ability to teach English, Science, and Mathematics would be an advantage.

**DEWING GREEN HIGH SCHOOL**  
Dewing Green Lane, Manchester M10 7BU  
Required for September 1980 (one year contract). The post holder will be responsible for the teaching of English, Science, and Mathematics. The ability to teach English, Science, and Mathematics would be an advantage.

**DEWING GREEN HIGH SCHOOL**  
Dewing Green Lane, Manchester M10 7BU  
Required for September 1980 (one year contract). The post holder will be responsible for the teaching of English, Science, and Mathematics. The ability to teach English, Science, and Mathematics would be an advantage.

**DEWING GREEN HIGH SCHOOL**  
Dewing Green Lane, Manchester M10 7BU  
Required for September 1980 (one year contract). The post holder will be responsible for the teaching of English, Science, and Mathematics. The ability to teach English, Science, and Mathematics would be an advantage.

**DEWING GREEN HIGH SCHOOL**  
Dewing Green Lane, Manchester M10 7BU  
Required for September 1980 (one year contract). The post holder will be responsible for the teaching of English, Science, and Mathematics. The ability to teach English, Science, and Mathematics would be an advantage.

**DEWING GREEN HIGH SCHOOL**  
Dewing Green Lane, Manchester M10 7BU  
Required for September 1980 (one year contract). The post holder will be responsible for the teaching of English, Science, and Mathematics. The ability to teach English, Science, and Mathematics would be an advantage.

**DEWING GREEN HIGH SCHOOL**  
Dewing Green Lane, Manchester M10 7BU  
Required for September 1980 (one year contract). The post holder will be responsible for the teaching of English, Science, and Mathematics. The ability to teach English, Science, and Mathematics would be an advantage.

# SCOTTISH APPOINTMENTS

## Independent Schools

### Mathematics

#### EDINBURGH

**MERCHANT COMPANY SCHOOL**  
DANIEL STEWART AND MARY ELIZABETH  
1770 Boys in Senior School  
MATHEMATICS TEACHER  
Required for April 1980. The post holder will be responsible for the teaching of Mathematics. The ability to teach English, Science, and Mathematics would be an advantage.

## CENTRAL REGIONAL COUNCIL

### EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland for the following posts:

### PRINCIPAL TEACHER OF CHEMISTRY

St. Modan's High School, Stirling  
(Tel.: Stirling 70962)

Applicants are required to be approved by the Roman Catholic Church representative.

Further details are available from the Rector of the school. Application forms are available from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling, to whom they should be returned not later than Monday, 17th March, 1980.

### TEACHER OF MATHEMATICS

Graeme High School, Falkirk

These appointments have been designated as Key posts and resettlement expenses up to a maximum of £850 together with a lodging allowance for a period not exceeding three months. Casual user car allowance payable.

Requests (quoting Ref. No. 172) for application forms should be sent to the Personnel Officer, Town Hall, West Edinburgh, EH1 1JF, (01-222 2484), 24-hour answering service. Closing date 16th March, 1980.

## Tryside Regional Council

### EDUCATION DEPARTMENT

#### POSTS OF RESPONSIBILITY

**NURSERIES**  
(A) JESSIE PORTER NURSERY SCHOOL, DUNDEE  
HEAD TEACHER (R.A. 21,400). Roll: 120

**PRIMARY**  
(A) HAYWARD PRIMARY SCHOOL, ABERDUTH  
HEAD TEACHER (R.A. 22,000). Roll: 530

**SECONDARY**  
(A) CARINGBUSH HIGH SCHOOL  
PRINCIPAL TEACHER OF HOME ECONOMICS (R.A. 21,720)

(B) GROVE ACADEMY  
ASST. HEAD TEACHER (R.A. 22,180)

(C) ST. SAVANNAH A.C. HIGH SCHOOL, DUNDEE  
ASST. HEAD TEACHER (R.A. 22,140)

(D) MONTEITH HIGH SCHOOL, DUNDEE  
ASST. HEAD TEACHER (R.A. 21,704)

(E) WHITFIELD HIGH SCHOOL, DUNDEE  
PRINCIPAL TEACHER OF GUIDANCE (R.A. 21,104)

(F) WHITFIELD HIGH SCHOOL, DUNDEE  
ASST. PRINCIPAL TEACHER OF GUIDANCE (R.A. 21,110)

(G) HARRIS ACADEMY, DUNDEE  
PRINCIPAL TEACHER OF BUSINESS STUDIES (R.A. 22,000)

(H) HARRIS ACADEMY, DUNDEE  
PRINCIPAL TEACHER OF MODERN LANGUAGES (R.A. 22,000)

(I) HARRIS ACADEMY, DUNDEE  
PRINCIPAL TEACHER OF HISTORY & MODERN STUDIES (R.A. 22,000)

(J) HARRIS ACADEMY, DUNDEE  
PRINCIPAL TEACHER OF CHEMISTRY (R.A. 22,000)

(K) HARRIS ACADEMY, DUNDEE  
PRINCIPAL TEACHER OF PHYSICAL EDUCATION (R.A. 22,000)

(L) HARRIS ACADEMY, DUNDEE  
PRINCIPAL TEACHER OF PHYSICS (R.A. 22,000)

(M) HARRIS ACADEMY, DUNDEE  
PRINCIPAL TEACHER OF MATHEMATICS (R.A. 22,000)

(N) HARRIS ACADEMY, DUNDEE  
PRINCIPAL TEACHER OF ENGLISH (R.A. 22,000)

(O) HARRIS ACADEMY, DUNDEE  
PRINCIPAL TEACHER OF ARTS (R.A. 22,000)

(P) HARRIS ACADEMY, DUNDEE  
PRINCIPAL TEACHER OF MUSIC (R.A. 22,000)

(Q) HARRIS ACADEMY, DUNDEE  
PRINCIPAL TEACHER OF PE (R.A. 22,000)

## PERTSHIRE

### GLASGOW

#### EDINBURGH

##### TEACHERS: SCALE 1

##### TEACHERS: SCALE 2

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##### TEACHERS: SCALE 40







**LONDON SW19**  
**KING'S COLLEGE, SUTTON**  
**Wimbledon**

**A GRADUATE** to teach  
at a local school.  
Nellie L. Courtey, through-  
out some time still in Bra-  
zoria in first grade. A  
teacher's duties especially re-  
spectful, though not ex-  
actly by word.

Sally will depend on  
her own experience, but  
not least her husband's  
Applications: with  
victims and the Bureau of  
to the Headmaster, Kille-  
brew School, Wimbusham  
SW19 4TT.

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**DAME ALLAN'S GIRLS' S**

1940 through 1942. Black male 1940  
 trace Grant. Independent  
 acquired for September 1941  
 1941. Black male 1941  
 GRADUATE to share in the  
 line of GOOD HONORE to A  
 of Food  
 GRADUATE to share in the  
 line of GOOD HONORE to A  
 CHEMISTRY  
 Apply to the Head  
 immediately with full de-  
 terminations vials. There  
 the name and address of the  
 case.  
 Name I or Address II living  
 NOTTINGHAM/DERBY  
 THENT COLLEGE  
 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 80

electronics/computing. We  
as in participation in the  
activities so essential in  
dominantly boarding school  
ham plus. Possibility of  
mediation.

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Scientists are lecturers  
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Day School for girls  
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Required in September

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London Road, Guildford  
Required for: Beginner  
DATE to teach: Biology  
Level: Ability to teach  
to "O" Level, if possible  
would be an advantage  
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School—360 pu

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House for 40 girls,  
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al allowances and application form, from

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